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 – March 18, 2013. As a rule, if no petition is received within 14 days, or by April 1, 2013, 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

Regulation Changes:
- **FS-13-020** (UCC-13-041): Regulation L Probation first year students
- **FS-13-025** (UCC-13-044a): Regulation H – meet during finals week
- **FS-13-036** (UCC-13-055): Regulation J (adding senior courses)
- **FS-13-037** (UCC-13-060): General Education Language Revision (core)
- **FS-13-041** (UCC-13-062): Regulation H – review of entire section

Program Changes:
- **FS-13-021** (UCC-13-048): CLASS – English Literature degree – additional location
- **FS-13-027** (UCC-13-052): Sustainability Science Certificate
- **FS-13-028** (UCC-13-053): Career and Technical Ed Engineering and Technology Education Option expansion
- **FS-13-029** (UCC-13-033a): Athletic Training 3+2 Program
- **FS-13-030** (UCC-13-040): MS Architecture to MS Integrated Architecture and Design
L - Academic Standing, Probation, Disqualification, and Reinstatement

L-1. Academic Standing for Undergraduate Students. Students are considered to be in good academic standing when they have a semester and a UI cumulative grade-point average of 2.00 or higher.

   L-2-a. At the end of a semester, undergraduate students who do not attain a UI cumulative grade-point average of 2.00 are placed on academic probation for the next semester of enrollment and are referred to the appropriate academic dean for advising. The effect of this probationary status is to serve notice that if a student's cumulative record at the end of the next semester in residence is unsatisfactory he or she will be disqualified and ineligible to continue at UI. Students in their first semester of college First-year students (see Admissions Status) who achieve less than a 1.0 or below grade point average at the end of the semester will be placed on first academic disqualification rather than probation (see L-4-a).
   L-2-b. Students on academic probation who attain a UI cumulative grade-point average of 2.00 or higher are automatically removed from probation.
   L-2-c. Students on academic probation who attain a semester grade-point average of 2.00 or higher during the next or subsequent semester after being placed on probation, but whose cumulative grade-point average is still below 2.00 remain on academic probation.
   L-2-d. Because final grades for a probationary term may not be available until after a student has registered for an ensuing term, such registration must be considered tentative until the student's academic standing may be determined. If the student is disqualified at the end of the probationary term, the registration for the ensuing term is invalid and will be cancelled unless the student is reinstated (see L-4).

L-3. Academic Disqualification for Undergraduates.
   L-3-a. Students in their first semester of college First-year students (see Admissions Status) who achieve less than a 1.0 or below grade point average at the end of the semester will be placed on first academic disqualification.
   L-3-bc. Students on academic probation with less than 33 cumulative net credits will be disqualified if their semester grade-point average falls below a 2.00 and their UI cumulative grade-point average falls below a 1.80. Students in this group with a semester grade-point average below a 2.00 and a UI cumulative GPA between 1.80 and 1.99 will remain on probation.
   L-3-dc. Students on academic probation with 33 or more cumulative net credits will be disqualified at the end of a probationary semester if both their UI cumulative grade-point average and their semester grade-point average are below 2.00.
   L-3-ed. To reregister after being academically disqualified, students must be reinstated. (Students must contact their respective college, prior to the beginning of the semester, for the deadline to petition for reinstatement.)
   L-3-ed. Because final grades for a probationary term may not be available until after a student has registered for an ensuing term, such registration must be considered tentative until the student's academic standing may be determined. If the student is disqualified at the end of the probationary term, the registration for the ensuing term is invalid and will be cancelled unless the student is reinstated (see L-4).

   L-4-a. After a first academic disqualification, students may be reinstated (i.e., have their eligibility to continue restored) by petition to and favorable action by the college in which they
are enrolled OR by remaining out of UI for at least one semester. Summer does not qualify as a one semester lay-out period absence.

L-4-b. After a second academic disqualification, students may be reinstated at any time only by petition to and favorable action by the college in which they are enrolled.

L-4-c. Students academically disqualified for a third time may be academically reinstated only after successful petition to the college in which they are enrolled and the Academic Petitions Committee.

L-4-d. Students who have been reinstated may continue to register on probation so long as they attain a 2.00 or better grade-point average for each semester following an academic disqualification.

L-4-e. Students who are academically disqualified and academically reinstated are reinstated on academic probation.

L-5. Academic Warning for Undergraduates. Students not on probation who attain a grade-point average below 2.00 during a given semester without dropping below a UI cumulative grade-point average of 2.00 receive an academic warning. Although this does not affect their academic standing or their eligibility to register, the students are referred to the appropriate academic dean for advising.

L-6. Summer Session. Academic disqualification at the end of a spring semester does not affect a student’s eligibility to continue in the immediately ensuing summer, but to register in any subsequent term the student must be reinstated. Students on academic disqualification must take a one semester absence, or complete the reinstatement procedure in their academic college, regardless of their summer academic performance. Academic standing is not computed at the end of summer session.

L-7. Fresh Start. Qualified undergraduate students who wish to reenter the university in a specific degree program after a period of absence will be allowed a "Fresh Start" as described below.

L-7-a. To qualify for a Fresh Start, students (1) must not have been enrolled in any college or university as a full-time matriculated student for at least the five years immediately before applying for the program, (2) must have a UI cumulative GPA of less than 2.00, and (3) must be approved for the program by the college dean that administers the academic program they wish to pursue.

L-7-b. Once the student has completed an additional 24 credits of course work with a Fresh Start cumulative GPA of at least 2.00 and has been in the program at least two semesters, the cumulative GPA will be reset to 0.00 as of the time of admission to the Fresh Start Program.

L-7-c. Students in the Fresh Start Program will be allowed a maximum of six credits of "W" during the first two semesters after admission to the program. If the Fresh Start is successfully completed, the count for the 20-credit limit on withdrawals (see C-2) will be reset to 0 as of the time of admission to the Fresh Start Program.

L-7-d. University probation and disqualification regulations apply throughout the Fresh Start process.

L-7-e. To graduate with honors, a student in the Fresh Start Program must have at least 56 credits in UI courses after the Fresh Start (see K-1). Fresh Start Program participants are eligible for the dean's list (see K-2) on a semester-by-semester basis.

L-7-f. Application forms and explanatory materials are available at the Registrar's Office.

L-8. Regulation L does not apply to graduate or law students. See the College of Graduate Studies section for information on probation, disqualification, and reinstatement of graduate students. See the College of Law Announcement for information for law students.
TO: University Curriculum Committee Members

FROM: Bahman Shafii, Chair, University Curriculum Committee

RE: Regulation H

DATE: November 29, 2012

2012-2013 University of Idaho General Catalog
H - Final Examinations
H-1. The last five days of each semester are scheduled as a final exam week (two-hour exams) in all divisions except the College of Law. The following provisions apply:

H-1-a. No quizzes or exams may be given in lecture-recitation periods during the week before finals week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted.

H-1-b. Instructors must meet their classes during the exam period for which they are scheduled in the finals week, either for an exam or for a final class session.

H-1-c. Final exams or final class sessions are to be held in accordance with the schedule approved by the Faculty Council. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

H-1-d. The final exam time will be scheduled based on the lecture portion of a course. The final exam time is based on the meeting schedule of the course section, as it exists in the class schedule for that semester. If a class meets Monday, Wednesday, and Friday, for example, the final exam time will be based on the time the class is scheduled to meet on these days. If the meeting day(s) and/or time of the lecture portion of a course change during the semester the final exam time will be scheduled based on the first meeting time.

H-1-e. Where exams common to more than one course or section are required, they must be scheduled through the Registrar's Office and are regularly held in the evening.

H-1-f. Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course.

H-1-g. Final grades for each course must be filed with the registrar within 72 hours after its scheduled exam period.

H-1-h. Athletic contests are not to be scheduled during finals week; further, if a change in the calendar causes a scheduled athletic contest to fall within finals week, every reasonable effort must be made to reschedule the athletic contest.

H-2. Students who miss final exams without valid reason receive Fs in the exams. Students who are unavoidably absent from final exams are required to present evidence in writing to the instructor to prove that the absence was unavoidable.

H-3. Instructors, with the concurrence of their departments, may excuse individual students from final exams when such students have a grade average in the course that will not be affected by the outcome of the final exam. In such instances, the grade earned before the final exam is to be assigned as the final grade.

H-4. Early final exams are permitted for students, on an individual basis, who clearly demonstrate in writing that the reasons for early final exams are compelling (such requests require approval by the instructor and by the administrator of the department and the dean of the college in which the course is offered).
FROM: University Committee for General Education

TO: University Curriculum Committee

RE: Additions to the General Education Course Lists - Regulation J

DATE: January 28, 2013

Approved Natural Science Courses:
Biol 102, 102L Biology and Society and Lab (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 116 Organisms & Environments (4 cr)
Chem 101 Introduction to Chemistry I (4 cr) OR Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 or 4 cr)
EnVS 101 Introduction to Environmental Science, and EnVS 102 Field Activities in Environmental Sciences (4 cr)*
Geol 100, 100L Physical Geography and Lab (4 cr)
Geol 101, 101L Physical Geology and Lab (4 cr)
Geol 102, 102L Historical Geology (4 cr)
MMBB 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
MMBB 250, 255 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Phys 100, 100L Fundamentals of Physics and Lab (4 cr)*
Phys 103, 104 General Astronomy and Lab (4 cr)*
Phys 111, 111L General Physics I and Lab (4 cr)
Phys 112, 112L General Physics II and Lab (4 cr)
Phys 211, 211L Engineering Physics I and Lab (4 cr)
Phys 212, 212L Engineering Physics II and Lab (4 cr)
Soil 205, 206 The Soil Ecosystem and Lab (4 cr)*

Approved Humanities Courses:
AmSt 301 Studies in American Culture (3 cr)
Art 100 World Art and Culture (3 cr)
Art 205 Visual Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 382 History of Photography (3 cr)
Art 407 New Media (3 cr)
Dan 100 Dance in Society (3 cr)
Engl 175 Introduction to Literary Genres (3 cr)
Engl 257 Literature of Western Civilization (3 cr)
Engl 258 Literature of Western Civilization (3 cr)
Engl 342 Survey of British Literature (3 cr)
Engl 344 Survey of American Literature (3 cr)
Engl 345 Shakespeare (3 cr)
Engl 375 The Bible as Literature (3 cr)
Engl 481 Women's Literature (3 cr)
Engl 484 or AIST 484 American Indian Literature (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 394 Latin American Literature in Translation (3 cr)
IS 370 Africa’s Calling: The Culture of Ghana (3 cr)
MusH 101 Survey of Music (3 cr)
MusH 111 Introduction to Music Literature (3 cr)
MusH 201 History of Rock and Roll (3 cr)
Phil 103 Ethics (3 cr)
Phil 201 Critical Thinking (3 cr)
Phil 240 Belief and Reality (3 cr)
Phil 351 Philosophy of Science (3 cr)
Phil 361 Professional Ethics (3 cr)
The 468 Theatre History I (3 cr)
The 469 Theatre History II (3 cr)
WmSt 201 Introduction to Women's Studies (3 cr)

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr)
Anth 220 Peoples of the World (3 cr)
Anth 329 North American Indians (3 cr)
Comm 233 Interpersonal Communication (3 cr)
Comm 335 Intercultural Communication (3 cr)
Comm 410 Conflict Management (3 cr)
CSS 235 or For 235 Society and Natural Resources (3 cr)
Econ 201 Principles of Economics (3 cr)
Econ 202 Principles of Economics (3 cr)
Econ 272 Foundations of Economic Analysis (4 cr)
EDCI 301 Learning, Development, and Assessment (3 cr)
Geog 165 Human Geography (3 cr)
Geog 200 World Regional Geography (3 cr)
Geog 365 Political Geography (3 cr)
Hist 101 History of Civilization (3 cr)
Hist 102 History of Civilization (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
JS 101 Introduction to the Justice System (3 cr)
PoIS 101 Introduction to Political Science and American Government (3 cr)
PoIS 205 Introduction to Comparative Politics (3 cr)
PoIS 275 American State and Local Government (3 cr)
PoIS 338 American Foreign Policy (3 cr)
Psyc 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 250 Social Conflict (3 cr)
The 386 Documentary Film (3 cr)

Approved International Courses:
AgEc 481 Agricultural Markets in a Global Economy (3 cr)
AgEd 406 Exploring International Agriculture (3 cr)
Anth 200 Peoples of the World (3 cr)
Anth 261 Language and Culture (3 cr)
Anth 462 Human Issues in International Development (3 cr)
Arbc 101 Elementary Modern Standard Arabic I (4 cr)
Arbc 102 Elementary Modern Standard Arabic II (4 cr)
Art 100 World Art and Culture (3 cr)
Art 208 Italian Renaissance Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
Comm 335 Intercultural Communication (3 cr)
Comm 446 International Economics (3 cr)
Econ 447 Economics of Developing Countries (3 cr)
Engl 221 History of World Cinema I (3 cr)
Engl 222 History of World Cinema II (3 cr)
Engl 485 Global Literatures in English (3 cr)
FCS 411 Global Nutrition (2 cr)
FCS 419 Dress and Culture (3 cr)
FLEN 307 The European Union (3 cr)
FLEN 313 French/Francophone Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 331 Japanese Anime (3 cr)
FLEN 391 Hispanic Film (3 cr)
FLEN 393 Spanish Literature in Translation (3 cr)
FLEN 394 Latin American Literature in Translation (3 cr)
Fren 101 Elementary French I (4 cr)
Fren 102 Elementary French II (4 cr)
Fren 201 Intermediate French I (4 cr)
Fren 202 Intermediate French II (4 cr)
Fren 301 Advanced French Grammar (3 cr)
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<td>Political Violence and Revolution</td>
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<td>Soc 340</td>
<td>Social Change &amp; Globalization</td>
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<td>History of Women in American Society</td>
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<td>Hist 423</td>
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<td>Introduction to Political Science and American</td>
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<td>PoIS 333</td>
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<td>Psy 315</td>
<td>Psychology of Women</td>
<td>3 cr</td>
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<td>Psy 419</td>
<td>Adult Development and Aging</td>
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<td>Soc 101</td>
<td>Introduction to Sociology</td>
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**Approved American Diversity Courses:**

- AIST 320: The Celluloid Indian: American Indians in Popular Film
- AIST 401: Contemporary American Indian Issues
- AIST 420: Native American Law
- AIST 422, Anth 422, or ReIS 422: Plateau Indians
- AIST 478: Tribal Nation Economics and Law
- AIST 484 or Eng 484: American Indian Literature
- AmSt 301: Studies in American Culture
- Anth 329: North American Indians
- Anth 350: Soc 350: Food, Culture, and Society
- Arch 411 or AIST 411: Native American Architecture
- Comm 432: Gender and Communication
- Comm 491: Communication and Aging
- EDCI 302: Teaching Culturally Diverse Learners
- Engl 380: Introduction to U.S. Ethnic Literatures
- Engl 481 or FLEN 481: Women's Literature
- Engl 483: African American Literature
- FCS 414: Idaho's Journey Toward Diversity and Human Rights
- FLEN 391 or LAS 391: Hispanic Film
- FLEN 394 or LAS 394: Latin American Literature in Translation
- Hist 111: Introduction to U.S. History
- Hist 112: Introduction to U.S. History
- Hist 315 or LAS 315: Comparative African-American Cultures
- Hist 411: Colonial North America
- Hist 415: Civil War and Reconstruction
- Hist 417: United States, 1919-1960
- Hist 418: Recent America, 1960-Present
- Hist 420: History of Women in American Society
- Hist 423: Idaho and the Pacific Northwest
- Hist 425: Immigration and Ethnicity in the United States
- Hist 426 or AIST 426: Red Earth White Lies: American Indian History 1840-Present
- Hist 428: History of the American West
- ID 443: Universal Design
- JAMM 340: Cultural Diversity and the Media
- JAMM 445: History of Mass Media
- MusH 410: Studies in Jazz History
- PoIS 101: Introduction to Political Science and American Government
- PoIS 333: American Political Culture
- PoIS 335: American Interest Groups & Social Movements
- Psy 315: Psychology of Women
- Psy 419: Adult Development and Aging
- Soc 101: Introduction to Sociology
Soc 230  Social Problems (3 cr)
Soc 250  Social Conflict (3 cr)
Soc 301 or Anth 301  Introduction to Diversity and Stratification (3 cr)
Soc 422 or RelS 423  Religion, Culture & Society (3 cr)
Soc 423  Social Class & Stratification (3 cr)
Soc 424  Sociology of Gender (3 cr)
Soc 427 or Anth 427  Racial and Ethnic Relations (3 cr)
Soc 450  Dynamics of Social Protest (3 cr)
Span 306 or LAS 306  Culture and Institutions of Latin America (3 cr)
Span 411  Chicano and Latino Literature (3 cr)
Span 413  Spanish American Short Fiction (3 cr)
WmSt 201  Introduction to Women's Studies (3 cr)

Approved Senior Experience Courses:
AgEc 478  Advanced Agribusiness Management (3 cr)
Art 490  BFA Art/Design Studio (6 cr, max 12)
Art 491  Information Design (3 cr, max 9)
Art 495  BFA Senior Thesis (2 cr, max 4)
BAE 478  Engineering Design I (3 cr)
BAE 479  Engineering Design II (3 cr)
Biol 405  Practicum in Anatomy Laboratory Teaching (2-4 cr, Max 8)
Biol 407  Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408  Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411  Senior Capstone (2 cr)
Biol 495  Research in Molec/Cell/Dev Biology (cr arr)
Biol 496  Research in Ecology and Evolution (cr arr)
Biol 497  Research in Anatomy and Physiology (cr arr)
Bus 490  Strategic Management (3 cr)
CE 494  Senior Design Project (3 cr)
CS 481  CS Senior Capstone Design II (4 cr)
CSS 475 Conservation Management and Planning II (4 cr)
Chem 452  Environmental Management and Design (3 cr, max arr)
Chem 454 or MSE 454  Process Analysis and Design II (3 cr)
ECE 481  EE Senior Design II (3 cr)
ECE 483  Computer Engineering Senior Design II (3 cr)
EDCI 401 Internship Seminar (1 cr)
EnvS 497 Senior Research (3 cr)
Fish 418  Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
For 424  Forest Dynamics and Management (4 cr)
For 427  Prescribed Burning Lab (3 cr)
ForP 495 Product and Process Development and Commercialization (3 cr)
Hist 401 (s) Seminar (cr arr)
HPRD 486  Programming and Marketing for Healthy, Active Lifestyles (2 cr)
IS 495 International Studies Senior Seminar (3 cr)
LArc 480 The Emerging Landscape (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MMBB 401 Undergraduate Research (1-4 cr, max 8)
MMBB 497 (s) Practicum in Teaching (2 cr)
REM 456 Integrated Rangeland Management (3 cr)
WLF 492 Wildlife Management (4 cr)
TO: University Curriculum Committee  
FROM: Rodney Frey, Director of General Education  
RE: Gen Ed Language Change  
DATE: February 06, 2013

Proposal
16 November 2012
Submitted by Rodney Frey, Director of General Education

Proposal: Change wording of “Core” curriculum to “General Education” within the University of Idaho academic community.

Rationale: First proposed in the University of Idaho’s General Education Steering Committee in August 2010, the title change would better align the University of Idaho with state and national General Education identifiers, standards and initiatives. “General Education” is the working title used by our own University Committee on General Education (UCGE), by the Idaho State Board of Education, and by the Association of American Colleges and University, the leading national association committed to advancing and improving general and liberal education for all students. General Education is the typical term used throughout the nation by other institutions of higher education. Aligning the terminology to General Education within our university would also help alleviate student and faculty confusion and misunderstanding between Core and General Education curriculums.

Impact: The changes would impact wording used throughout the University of Idaho, including the Registrar’s office and on student’s Degree Audit (removing the “General Core Studies” and “UI Core” with one inclusive “General Education” category), and reflected in the University Catalog.

Support: The proposal is supported by the Vice Provost for Academic Affairs, the Registrar, the Dean of the College of Letters, Arts and Social Sciences, and the Director of General Studies.

Cost: Other than personnel time allocated in identifying and adjusting terminology, no funding costs are anticipated.
TO: University Curriculum Committee  
FROM: Faculty Senate  
RE: Regulation H  
DATE: February 25, 2013

H - Final Examinations

H-1. The last five days of each semester are scheduled as a final exam week (two-hour exams) in all divisions except the College of Law. The following provisions apply:

- H-1.a. No quizzes or exams may be given in lecture-recitation periods during the week before finals week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted.

- H-1.b. Instructors must meet their classes during the exam period for which they are scheduled in the finals week, either for an exam or a final class session. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

- H-1.c. Final exams or final class sessions are to be held in accordance with the schedule approved by the Faculty Senate. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

- H-1.d. The final exam time will be scheduled based on the lecture portion of a course. The final exam time is based on the meeting schedule of the course section, as it exists in the class schedule for that semester. If a class meets Monday, Wednesday, and Friday, for example, the final exam time will be based on the time the class is scheduled to meet on these days. If the meeting day(s) and/or time of the lecture portion of a course change during the semester the final exam time will be scheduled based on the first meeting time.

- H-1.e. Where exams common to more than one course or section are required, they must be scheduled through the Registrar's Office and are regularly held in the evening.

- H-1.f. Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course.

- H-1.g. Final grades for each course must be filed with the registrar within 72 hours after its scheduled exam period.

- H-1.h. Athletic contests are not to be scheduled during finals week. Further, if a change in the calendar causes a scheduled athletic contest to fall within finals week, every reasonable effort must be made to reschedule the athletic contest.

H-2. Students who miss final exams without valid reason receive Fs in the exams. Students who are unavoidably absent from final exams are required to present evidence in writing to the instructor to prove that the absence was unavoidable.

H-3. Instructors, with the concurrence of their departments, may excuse individual students from final exams when such students have a grade average in the course that will not be affected by the outcome of the final exam. In such instances, the grade earned before the final exam is to be assigned as the final grade.

H-4. Early final exams are permitted for students, on an individual basis, who clearly demonstrate in writing that the reasons for early final exams are compelling. Such requests require approval by the instructor and by the administrator of the department and the dean of the college in which the course is offered.
Idaho State Board of Education
Proposal for Baccalaureate Degree Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>8 November 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Letters, Arts &amp; Social Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>English</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title:</th>
<th>English Literature Emphasis Degree in Coeur d'Alene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Method of Delivery:</td>
<td>In-person, hybrid, compressed video, use of area faculty</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar)</td>
<td>23.0101</td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Indicate if the program is:</td>
<td>x Regional Responsibility  xxx</td>
</tr>
</tbody>
</table>

**Indicate whether this request is either of the following:**

- [x] New Program/major
- [ ] New Off-Campus Instructional Program
- [ ] Contract Program/Collaborative
- [ ] Consolidation of an Existing Program
- [x] Expansion of an Existing Program
- [ ] Discontinuance of an Existing Program
- [ ] Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean (as applicable)</td>
<td></td>
</tr>
<tr>
<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager</td>
<td></td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<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. This proposal form must be completed for the creation of each new program. All questions must be answered.

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

   This proposal represents a decision to offer upper-level English literature classes through UI’s Coeur d’Alene Center. It is not a new program, but rather an attempt to offer an existing program to a wider circle of potential students. Degree requirements remain exactly the same for students taking courses through UI-CdA as those on the Moscow campus.

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

   The program seeks to provide options for place-bound students in northern Idaho, especially (but not exclusively) current English majors at North Idaho College, to complete a four-year B.A. degree in English Literature Emphasis. The program’s learning outcomes are identical to those of the Moscow-based Literature Emphasis:

   1) Students exhibit knowledge of diverse literatures in English and the cultural and historical contexts in which these works were produced.
   2) Students can discern and evaluate the aesthetic and formal qualities of various texts.
   3) Students can write an analytic essay that exhibits both critical thinking and effective argumentation.
   4) Students can write a research essay that exhibits effective deployment of research as evidence.
   5) Students’ writing exhibits correct usage of grammar and of MLA format and citation conventions.

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

   The program does not require specialized accreditation. The chair of the English department and the Director of Undergraduate Studies will review and approve syllabi for all courses offered in Coeur d’Alene and will monitor student feedback from course evaluations. See also Appendix D, a letter of support from NIC English faculty.

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

   We do not plan to offer any courses that are not currently in the catalog.

5. **Please provide the program completion requirements**, to include the following and attach a typical four-year curriculum to this proposal as Appendix A. **For discontinuation requests, will**
6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** This question is not applicable to requests for discontinuance.

Students in the Literature Emphasis are required (as part of the credits listed above) to take English 490, Senior Seminar. This course provides an occasion for students to draw on the skills they’ve acquired to produce substantial new work around a common class theme that connects literary study to consideration of contemporary cultural issues beyond the classroom. The centerpiece of the course is a long project (15-20 pages), developed in stages over the semester.

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

All four-year institutions in Idaho offer an undergraduate degree program in English, with slightly different areas of emphasis but with a great deal in common in terms of overall curriculum.

<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>4-year</td>
<td>Literature, professional writing, creative writing, teaching</td>
<td>Teaching, linguistics, literature, technical communication, writing</td>
</tr>
<tr>
<td>CSI</td>
<td></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>4-year</td>
<td>Literature, professional writing, creative writing, teaching</td>
<td>Literature, professional writing, creative writing</td>
</tr>
<tr>
<td>LCSC</td>
<td>4-year</td>
<td>Literature, professional writing, creative writing, teaching</td>
<td>General, secondary education, creative writing</td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>4-year</td>
<td>Literature, professional writing,</td>
<td>Literature, professional,</td>
</tr>
</tbody>
</table>
8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. During the week of October 15-19, 2012, the North Idaho College English Department conducted a survey of students’ interest in pursuing future English-oriented bachelor’s degrees in Coeur d’Alene. We analyzed a significant sample of 400 surveys from among approximately 2300 students in English 101, 102, 175, and 200-level literature courses, both in regular and online formats (p<.05). Results are detailed in Appendix B.

47% of those surveyed are “very” or “moderately” interested in a bachelor’s degree in English, and 62% may be interested in using English courses to create an Interdisciplinary four-year degree. In general, this survey indicates a need to expand the number of bachelor’s degrees in Coeur d’Alene, with English-oriented degrees offered among the range of possibilities.

This survey accounts for current North Idaho College students polled in lower-level English classes this fall, but we also believe there is a significant population in the greater Coeur d’Alene area who are not currently in school and who may be attracted by the possibility of completing a degree without leaving the area.

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

For UI numbers, the chart below tallies registrations in four emphases within the B.A. English degree at the Moscow campus and at the Coeur d’Alene, Boise, and Twin Falls Centers. NIC numbers are available only for the current year and include both declared (46) and undeclared (26) majors. Degrees awarded and graduation rate data are not available.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2012</td>
<td>Year 1 Previous Fall 2011</td>
<td>Year 2 Previous Fall 2010</td>
</tr>
<tr>
<td>BSU</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>UI</td>
<td>211</td>
<td>221</td>
<td>217</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CWI</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EITC</td>
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<td></td>
<td></td>
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</tbody>
</table>
10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

This program will draw on place-bound students in northern Idaho and eastern Washington who would not otherwise enroll at UI. It will not have an effect on Moscow-campus enrollments, and it will provide elective opportunities for other 4-year degree programs offered in Coeur d’Alene.

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

Please see Appendix C, which presents data from Idaho Department of Labor and Economic Modeling Specialists, Inc. These data indicate an estimate of 30-49 jobs annually in the region and 176 annually statewide. Half of these jobs go to workers between the ages of 45 and 64, 38% to workers 25-44. Growth in opportunities in this field is predicted to be greater in North Idaho than in the U.S. generally.

Jobs for which an English major is excellent preparation include:
- Writers, Authors, and Editors
- Copywriter
- Editorial Assistant
- Public Relations
- Search Engine Marketing
- Business-to-Business Marketing (B2B)
- Journalism
- Corporate Blogger
- Search engine optimization
- Social Media Manager
- Brand Strategist
- Brand Manager
- Communications Director/Manager
- Publishing
- Reporters and Corresponders
- Film/Video
- Paralegal
Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

Information was sought from the Idaho Department of Labor and Economic Modeling Specialists, Inc. See Appendix C.

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

One goal of this program is to enable place-bound learners in Coeur d’Alene and surrounding towns a chance to finish a four-year degree, in order to make graduates more competitive and better skilled. Jobs in this field in North Idaho and Kootenai County are predicted to grow by 20-30% by 2020.

b. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program’s primary intent is to produce college graduates well trained in writing, analysis, and critical thinking, people who have been given experience in diverse ways of understanding the world—a better-educated citizenry that can read and communicate, in sum. It will also provide opportunities for elective classes for other 4-year degrees already offered through UI-Coeur d’Alene, such as psychology and organizational science.

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

Yes. Details are yet to be worked out, but it is possible that some of the Moscow-campus courses that fulfill the degree will be offered in a compressed video format to UI-Coeur d’Alene, or vice versa. It’s likely that some coursework will be available through hybrid formats, combining online and face-to-face sessions.

The UI, Coeur d’Alene center currently utilizes video compression technology to stream live coursework throughout the state. Additionally, many courses offered through UI are offered in completely online formats.

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

The primary sections of the SBOE Strategic Plan that we are addressing are these, in Goal 1:

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

The plan to offer a four-year English degree in Coeur d’Alene also addresses objectives in all four areas of UI’s current Strategic Plan (see below).
A major in literary studies (such as our English-Literature Emphasis) is a core option in any comprehensive university and serves the University of Idaho’s commitment to “promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions” (Mission Statement). The major offers training in analyzing literary works (a process requiring careful reading and reflective critical discernment), training in the production of good writing, and training in understanding differences among cultures from across a wide swath of human history. Here is a sentence from the Wikipedia page on English studies: “Students who graduate with an English degree are trained to ask probing questions about large bodies of texts and then to formulate, analyze, and answer those questions in coherent, persuasive prose—skills vital to any number of careers.”

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

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, Objective A, #6: Apply emerging technologies to increase access and respond to the needs of local and global learners.</td>
<td>Through innovative delivery of instruction, we will increase access to a program that has so far not ventured beyond the edge of the Moscow campus, in response to a documented need in north Idaho.</td>
</tr>
<tr>
<td>Goal 2, Objective B, #5: Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.</td>
<td>We will partner with faculty at North Idaho College to deliver upper-level courses in literary studies.</td>
</tr>
<tr>
<td>Goal 3, Objective B, #1: Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.</td>
<td>Moscow-campus English faculty will occasionally teach courses in Coeur d’Alene, which will widen the opportunities to create writing-based internships for students.</td>
</tr>
<tr>
<td>Goal 4, Objective C, #1, 2, 4:</td>
<td>We see this as a pioneering effort to work across boundaries that, until now, have been unthinkingly rigid. Partnership with NIC English faculty will be mutually beneficial, and our coordination of lower- and upper-level coursework will provide a model for further such partnerships.</td>
</tr>
<tr>
<td>· Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution. · Develop and promote activities to increase collaboration with new and unique partners. · Create efficiencies through innovative collaboration, shared goals, and common experiences.</td>
<td></td>
</tr>
</tbody>
</table>

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

Yes ___ No x ___

If not on your institution’s 5-year plan, provide a justification for adding the program.
The program, as indicated above, is not an addition, but rather an effort to deliver its upper-level coursework in a new venue and in new forms, in cooperation with the faculty at another state institution.

16. **Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).**

As a regional center of the University of Idaho located in Coeur d’Alene, the primary service and recruitment area for potential students is northern Idaho, the Spokane region of Washington, and Western Montana. North Idaho College will be the primary feeder for this program. Additionally, a small number of students from the Spokane community colleges are anticipated as well as a small number of local residents who currently possess the necessary coursework to complete a bachelor’s degree in English or new residents relocating to northern Idaho. The English program will be integrated into the University of Idaho-Coeur d’Alene’s strategic marketing and recruitment plans to ensure public awareness and enrollment.

17. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. **Personnel Costs**

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Projected Student Credit Hours</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct faculty, NIC</td>
<td>4000/ course</td>
<td>Additional Compensation</td>
<td>60/course</td>
<td>.4/semester</td>
</tr>
</tbody>
</table>

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

Courses covered by regular faculty will be part of their assigned loads, and remaining courses will be covered by Adjunct Faculty from NIC. Revenue generated by the courses will be used to compensate Adjunct Faculty (as noted in the budget), replacement faculty
on the Moscow campus if needed, and travel expenses for Moscow faculty (see below).

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

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

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

Costs will vary depending on the mode of delivery of courses taught by Moscow-based faculty. For the purposes of this exercise, assume that the six courses will all be taught as Friday-Saturday, 3 hrs/each day, which requires six trips to Coeur d’Alene (the most expensive option).

- **Mileage:** 180 (x \$0.55) = \$99.90 x 6 trips = \$599.40 x 6 courses = \$3596.40
- **Lodging:** \$120/night x 6 nights = \$720 x 6 courses = \$4320
- **Per diem:** Dinner + lunch (\$27) x 6 = \$162 x 6 courses = \$972

**TOTAL:** \$8888.40 for three years for Moscow faculty

Roughly, \$2963/year

Estimated revenue for classes: \$4500 per class (based on enrollments of 22/class; projection based on previous semester revenues).

c. **Capital Outlay**

(1) **Library resources**

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

The University of Idaho’s library is a much-valued support resource for the current program. Its book collections are extensive and well maintained, and librarians are immediately responsive to faculty requests for purchases. Electronically-delivered journals and a well-oiled interlibrary loan system make all resources available that are important to undergraduate literary study. UI-Northern Idaho students also have complete NIC Library privileges.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program. –None.

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

UI students are able to access the library’s electronic resources from any computer, and when books from the main library are needed, they can be delivered through the North
Idaho College library at no cost to the student. All northwest library systems are interconnected, with resources available to all authorized users.

(2) Equipment/Instruments

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

No equipment needed beyond what is already available through NIC and UI-Coeur d'Alene.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Moscow-based faculty who teach courses for Coeur d'Alene will do so as part of their ordinary teaching load, an arrangement that would, in a sense, reallocate state funds. There is sufficient space and choice in upper-level courses so that literature emphasis students in Moscow would not be disadvantaged in pursuing the degree.

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

N/A

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

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

N/A

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

The University already sets aside a portion of distance student fees for programs that offer distance classes online or at UI Centers. Those fees vary depending on enrollment, but should be sufficient to meet needs.

Appendix A: Typical four-year curriculum (NIC courses in green, UI courses in red)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 101 (3)</td>
<td>Engl 102 (3)</td>
</tr>
<tr>
<td>Comm 101 (3)</td>
<td>Modern Language Requirement 102 (4)</td>
</tr>
<tr>
<td>counts for Arts/Hum A.S.</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences Requirement A.S. (4)</td>
<td>Natural Sciences Requirement A.S. (4)</td>
</tr>
<tr>
<td>PE Requirement (1)</td>
<td>PE Requirement (1)</td>
</tr>
<tr>
<td>SEMESTER 3</td>
<td>SEMESTER 4</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Modern Language Requirement 201 (4)</td>
<td>Modern Language Requirement 202 (4)</td>
</tr>
<tr>
<td>Engl 205 (3)</td>
<td>*Engl 277 (3) counts for Art/Hum. A.S.</td>
</tr>
<tr>
<td>Engl 257 or 258 (3) counts for Art/Hum. A.S.</td>
<td>Engl 310 (3)</td>
</tr>
<tr>
<td>Math Requirement A.S. (3)</td>
<td>Elective (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Engl 285 or 295 (3)</td>
<td>*Engl 271 (3)</td>
</tr>
<tr>
<td>*Engl 267 (3)</td>
<td>*Engl 268 (3)</td>
</tr>
<tr>
<td>*Engl 278 (3)</td>
<td>Engl 496 (3) (linguistics)</td>
</tr>
<tr>
<td>Electives (7)</td>
<td>Electives (6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 7</th>
<th>SEMESTER 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 466 (3) (before 1900)</td>
<td>Engl 475 (3)</td>
</tr>
<tr>
<td>Engl 473 (3)</td>
<td>Engl 490 (3) (senior seminar)</td>
</tr>
<tr>
<td>Engl 481 (3)</td>
<td>Engl 434 (3)</td>
</tr>
<tr>
<td>Elective (6)</td>
<td>Elective (3)</td>
</tr>
</tbody>
</table>

62 credits from NIC in A.S. core, with two more below to achieve a General A.S.

93

120

* = need to be joint numbered with equivalent UI courses to get enough upper-division credits.

Appendix B: Survey of Student Interest
North Idaho College English Department
Survey of Student Interest in English-oriented Bachelor’s Degrees in Coeur d’Alene

During the week of October 15-19, 2012, the North Idaho College English Department conducted a survey of students’ interest in pursuing future English-oriented bachelor’s degrees in Coeur d’Alene. We analyzed a significant sample of 400 surveys from among approximately 2300 students in English 101, 102, 175, and 200-level literature courses, both in regular and online formats (p<.05).

Most students surveyed are enrolled in their first semester in college (42%), with many in their second year (32%). Most are in the traditional age category (70%) rather than nontraditional (30%). They reported a wide range of majors, with around a third choosing general studies (32%) and a number of them claiming English (4%). This demographic data is similar to our college-wide statistics, with more students indicating they are interested in English (potentially over 90, at 4% of 2300) than our initial count in spring 2012 (75 actual students).

The most significant survey results are related to students’ interest level in pursuing degrees in English or Interdisciplinary Studies with an English emphasis, both shown in the charts below. Even though 4% have declared themselves to be English majors, 10% of all surveyed say they would be “very” interested in a full bachelor’s degree in English if offered in Coeur d’Alene. Even more students, 16%, say they are interested in an Interdisciplinary-English degree. Those who report they are “moderately” interested in pursuing these degrees are more common, with 37% moderately interested in a bachelor’s in English and 46% moderately interested in Interdisciplinary-English. Combining the “very” with the “moderately” interested students results in 47% who may be interested in a bachelor’s degree in English, and 62% who may be interested in Interdisciplinary-English:

Adding to this level of interest, the results indicate that although 7% are not pursuing degrees and 36% plan to move, combining students who would either “prefer” to remain in Coeur d’Alene (30%) or actually “need” to remain here (26%)—because of family commitments, employment, or other reasons—results in a total of 56% who would like to pursue a degree in Coeur d’Alene:

In conclusion, this survey indicates a need to expand the number of bachelor’s degrees in Coeur d’Alene, with English-oriented degrees offered among the range of options.
English Majors

Potential Occupations for English Majors

- Writers, Authors, and Editors
  - Technical writer
  - Grant/Proposal Writer
  - Editor
    - Webcontent editor
    - Freelance editor
    - Etc
- Copywriter
  - Digital Copywriter
  - Direct Response Copywriter
- Editorial Assistant
- Teacher
  - Secondary
  - Postsecondary
  - etc
- Librarian
- Public Relations
- Search Engine Marketing
- Business-to-Business Marketing (B2B)
- Journalism
- Corporate Blogger
- Search engine optimization
- Social Media Manager
- Brand Strategist
- Brand Manager
- Communications Director/Manager
- Broadcast Analyst
- Publishing
- Reporters and Corresponders
- Film/Video
- Paralegal
Occupation Facts:
Annual Openings Estimate: 30-49 (Region) 176 (Statewide)
% of Annual Openings based upon Replacements: 63%

Age Breakdown:
19-24 3%
25-44 38%
45-64 50%
65+ 8%

700-790 Jobs (2010)
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23-2011</td>
<td>Paralegals and Legal Assistants</td>
<td>116</td>
<td>0.14%</td>
<td>136</td>
<td>0.14%</td>
<td>20</td>
<td>17.24%</td>
<td>2</td>
<td>1.60%</td>
<td>2</td>
<td>4</td>
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<tr>
<td>11-3011</td>
<td>Administrative Services Managers</td>
<td>152</td>
<td>0.18%</td>
<td>179</td>
<td>0.18%</td>
<td>27</td>
<td>17.76%</td>
<td>3</td>
<td>1.65%</td>
<td>4</td>
<td>7</td>
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<tr>
<td>13-1161</td>
<td>Market Research Analysts and Marketing Specialists</td>
<td>98</td>
<td>0.12%</td>
<td>143</td>
<td>0.15%</td>
<td>45</td>
<td>45.92%</td>
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<td>3.85%</td>
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<td>Editors</td>
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<td>66</td>
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<td>-2.94%</td>
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<td>-0.30%</td>
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<td>Library Assistants, Clerical</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27-3031</td>
<td>Public Relations Specialists</td>
<td>49</td>
<td>0.06%</td>
<td>56</td>
<td>0.06%</td>
<td>7</td>
<td>14.29%</td>
<td>1</td>
<td>1.34%</td>
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<td>2</td>
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<tr>
<td>25-3011</td>
<td>Adult Basic and Secondary Education and Literacy Teachers and Instructors</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>43-9022</td>
<td>Word Processors and Typists</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>27-3022</td>
<td>Reporters and Correspondents</td>
<td>58</td>
<td>0.07%</td>
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<td>-0.53%</td>
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</tr>
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<td>Proofreaders and Copy Markers</td>
<td>n/a</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>25-4021</td>
<td>Librarians</td>
<td>43</td>
<td>0.05%</td>
<td>45</td>
<td>0.05%</td>
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<td>Writers and Authors</td>
<td>68</td>
<td>0.08%</td>
<td>76</td>
<td>0.08%</td>
<td>8</td>
<td>11.76%</td>
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<td>1.12%</td>
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<td>Public Relations and Fundraising Managers</td>
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<tr>
<td>27-3099</td>
<td>Media and Communication Workers, All Other</td>
<td>n/a</td>
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<td></td>
<td></td>
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<td>27-3021</td>
<td>Broadcast News Analysts</td>
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<td></td>
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<td></td>
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<tr>
<td>25-4031</td>
<td>Library Technicians</td>
<td>57</td>
<td>0.07%</td>
<td>62</td>
<td>0.06%</td>
<td>5</td>
<td>8.77%</td>
<td>0</td>
<td>0.84%</td>
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<td>2</td>
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<tr>
<td>27-4032</td>
<td>Film and Video Editors</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19-3022</td>
<td>Survey Researchers</td>
<td>n/a</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>709</td>
<td></td>
<td>818</td>
<td></td>
<td></td>
<td>109</td>
<td>15.37%</td>
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<td>1.44%</td>
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### Economic Modeling Specialists, Inc. (EMSI)

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<th>SOC</th>
<th>Description</th>
<th>2010 Jobs</th>
<th>2020 Jobs</th>
<th>2012 Annual Openings</th>
<th>Median Hourly Earnings</th>
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<td>Administrative Services Managers</td>
<td>134</td>
<td>159</td>
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<td>23-2011</td>
<td>Paralegals and Legal Assistants</td>
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<td>Market Research Analysts and Marketing Specialists</td>
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<td>Editors</td>
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<td>73</td>
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<td>18.18</td>
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<td>Public Relations Specialists</td>
<td>56</td>
<td>77</td>
<td>4</td>
<td>20.06</td>
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<tr>
<td>25-4031</td>
<td>Library Technicians</td>
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<td>61</td>
<td>3</td>
<td>10.01</td>
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<tr>
<td>43-4121</td>
<td>Library Assistants, Clerical</td>
<td>44</td>
<td>59</td>
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<td>8.99</td>
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<td>25-4021</td>
<td>Librarians</td>
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<td>41</td>
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<td>Word Processors and Typists</td>
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<td>1</td>
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<td>25-3011</td>
<td>Adult Basic and Secondary Education and Literacy Teachers and Instructors</td>
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<td>36</td>
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<td>37</td>
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<td>27-3099</td>
<td>Media and Communication Workers, All Other</td>
<td>&lt;10</td>
<td>12</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>27-3021</td>
<td>Broadcast News Analysts</td>
<td>&lt;10</td>
<td>11</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>27-4032</td>
<td>Film and Video Editors</td>
<td>&lt;10</td>
<td>&lt;10</td>
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<td>Survey Researchers</td>
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<td>&lt;10</td>
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<td>--</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>790</strong></td>
<td><strong>1,000</strong></td>
<td><strong>49</strong></td>
<td><strong>$17.90</strong></td>
</tr>
</tbody>
</table>

### National Outlook

**Editors:**

Employment of editors is expected to experience little or no change from 2010 to 2020 as print media continue to face strong pressure from online publications. Despite some job growth for editors in online media, the number of traditional editing jobs in print newspapers and magazines is declining and will temper overall employment growth.

Competition for jobs with established newspapers and magazines will be particularly strong because the publishing industry is projected to decline in employment. Editors who have adapted to online media and are comfortable writing for and working with a variety of electronic and digital tools should have an advantage in finding work. Some job openings will arise as workers retire, transfer to other occupations, or
leave the labor force. Although the way in which people consume media is changing, editors will continue to add value by reviewing and revising drafts and keeping the style and voice of a publication consistent.

**Technical Writers:**

Employment of technical writers is expected to grow 17 percent from 2010 to 2020, about as fast as the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in Web-based product support. Growth and change in the high-technology and electronics industries will result in a greater need for those who can write instruction manuals and communicate information clearly to users.

Professional, scientific, and technical services firms will continue to grow rapidly and should be a good source of new jobs even as the occupation finds acceptance in a broader range of industries, including data processing, hosting, and related services.

Job opportunities, especially for applicants with technical skills, are expected to be good. The growing reliance on technologically sophisticated products in the home and the workplace and the increasing complexity of medical and scientific information needed for daily living will create many new job opportunities for technical writers. In addition to job openings stemming from employment growth, some openings will arise as experienced workers retire, transfer to other occupations, or leave the labor force. However, there will be competition among freelance technical writers.

**Public Relations Managers and Specialists:**

Employment of public relations managers and specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. Employment of public relations specialists is expected to grow 23 percent during the same period, faster than the average for all occupations. Employment of public relations managers is expected to grow 16 percent from 2010 to 2020, about as fast as the average for all occupations. The trends affecting public relations specialists will also affect managers, as the increasing importance of public relations will require more managers to plan and direct public relations departments.

Organizations are increasingly emphasizing community outreach and customer relations as a way to enhance their reputation and visibility. Public opinion can change quickly, particularly because both good and bad news spreads rapidly through the Internet. Consequently, public relations specialists are expected to be needed to respond to news developments and maintain their organization’s reputation.

Increased use of social media also is expected to increase employment growth for public relations specialists. These new media outlets will create more work for public relations workers, increasing the number and kinds of avenues of communication between organizations and the public. Public relations specialists will be needed to help their clients use these new types of media effectively.

Employment is likely to grow in public relations firms as organizations contract out public relations services rather than support more full-time staff when additional work is needed.

In addition to job growth for other reasons, opportunities should come from the need to replace public relations managers and specialists who retire or leave the occupation.
Competition for entry-level jobs will likely be strong.

Writers and Authors:

Employment of writers and authors is projected to grow 6 percent from 2010 to 2020, slower than the average for all occupations. Despite slower-than-average employment growth, online publications and services are growing in number and sophistication, spurring demand for writers and authors with Web and multimedia experience. Some experienced writers should find work in the public relations departments of corporations and nonprofit organizations. Others will likely find freelance work for newspaper, magazine, or journal publishers, and some will write books.

Strong competition is expected, given that many people are attracted to this occupation. Competition for jobs with established newspapers and magazines will be particularly strong because the publishing industry is projected to become smaller. Writers and authors who have adapted to online media and are comfortable writing for and working with a variety of electronic and digital tools should have an advantage in finding work. The declining costs of self-publishing, the growing popularity of electronic books, and the increasing number of readers of electronic books will allow many freelancer writers to get their work published. Some job openings will arise as experienced workers retire, transfer to other occupations, or leave the labor force.

Appendix D: Letter of support from North Idaho College English faculty

15 October, 2012
To Whom It May Concern:

We are writing to express our support for the expansion of the University of Idaho B.A. degree in English on the University of Idaho Coeur d’Alene Campus at Harbor Center. Faculty members at North Idaho College began discussions about potential collaboration with the University of Idaho English Department in expanding the Coeur d’Alene English B.A. degree in the spring of 2012. These discussions began to take shape after a number of faculty in our department noticed an increase in the number of students at North Idaho College who were declaring English as their intended major, who were interested in pursuing English studies as a minor, and who expressed their desire to attain their bachelor’s degree while remaining in Coeur d’Alene.

In response to the increasing number of students becoming interested in taking English courses, we have expanded our literature offerings at North Idaho College significantly over the past three years to include courses in Shakespeare and Literary Criticism and Theory. We have nearly doubled our offerings of English 175 (Introduction to Literature) since 2006. We have also begun offering duplicate sections of 200-level courses such as Literature of Western Civilization and our British and American Literature Surveys. These courses are all running with substantial numbers of students, and in some cases, are entirely full.

After noticing this increasing interest in English as a major for a number of semesters, last spring we contacted Gary Williams, Chair of the University of Idaho English Department, to invite him and the Director of Undergraduate Studies, Jennifer Ladino, to discuss the UI English Major with our Literary Criticism and Theory class. We advertised the session campus-wide as an informational symposium designed for potential English majors interested in pursuing their B.A. degree at the University of Idaho. Not only was the session extremely well-attended (the classroom was filled to capacity and had people standing in the back), but many of the students’ general questions came down to one issue: would the University of Idaho ever be interested in offering these upper-division courses in Coeur d’Alene?

As a community college that serves the five northern counties of Idaho, North Idaho College is deeply committed to providing educational opportunities for our students who have work and family responsibilities that make schooling otherwise difficult. Many of our students are non-traditional students who cannot leave Coeur d’Alene to achieve their bachelor’s degree. While the University of Idaho and Lewis-Clark State College do offer a number of bachelor’s degrees on their Coeur d’Alene campuses, thus far there is no offering specifically targeted for any kind of 4-year degree in the Arts or Humanities (although the communications degree is available in Coeur d’Alene through LCSC). We see this as a real deficit not only for our students, but also for the Coeur d’Alene community and the north Idaho community as a whole. At North Idaho College we currently have 44 declared English majors, and 33 undeclared English majors. We believe, should a B.A. in English be offered in Coeur d’Alene, that we would have enough of a cohort to keep the classes running—we also believe that once such a degree program were in place, more majors would be attracted to it.

As the Education Corridor in Coeur d’Alene develops and expands, and as partnerships between our institutions continue, we sincerely hope that the University of Idaho makes an attempt to broaden out its program offerings to support students interested in pursuing their B.A. degree in English. A B.A. in English is a versatile, broad and flexible bachelor’s degree that presents students with a number of opportunities in a wide variety of jobs. No employer is going to be uninterested in a graduate who is an excellent writer, an effective communicator, and a critical thinker. These skills apply to any number of areas of employment: from editing and publishing, to advertising, to non-profit work, to teaching.

Please do not hesitate to contact us should you have further questions.
Sincerely,

Lloyd Duman, Chair, North Idaho College English and Modern Languages Department
Laura Godfrey, Faculty, North Idaho College English Department
Laurie Olson-Horswill, Assistant Chair, North Idaho College English Department
Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 2013-14</th>
<th>FY 2014-15</th>
<th>FY 2015-16</th>
<th>Cumulative Total</th>
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<td>0.4</td>
<td>0.6</td>
<td>1.4</td>
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<tr>
<td>B. Shifting enrollments</td>
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</table>

### II. REVENUE

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<td>1. Appropriated (Reallocation)</td>
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<td>2. Appropriated (New)</td>
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<td>3. Federal</td>
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<td>4 courses</td>
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<td>6. Other (Specify)</td>
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<td><strong>Total Revenue</strong></td>
<td>$18,000.00</td>
<td>$4,000.00</td>
<td>$18,000.00</td>
<td>$4,000.00</td>
<td>$27,000.00</td>
<td>$0.00</td>
<td>$63,000.00</td>
</tr>
</tbody>
</table>

Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.

### III. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Personnel Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Faculty</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Administrators</td>
<td>2 ea ULNIC faculty</td>
<td>$17,000.00</td>
<td>2 ea ULNIC faculty</td>
<td>$17,000.00</td>
<td>6 NIC faculty</td>
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<tr>
<td>3. Adjunct Faculty</td>
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<td></td>
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<td></td>
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<td>4. Instructional Assistants</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>5. Research Personnel</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Support Personnel</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
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<td>7. Other:</td>
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<td>12%</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td>$2,040.00</td>
<td>$2,040.00</td>
<td>$2,880.00</td>
<td></td>
<td></td>
<td></td>
<td>$6,960.00</td>
</tr>
<tr>
<td>9. Total FTE Personnel and Costs</td>
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<td>$19,040.00</td>
<td>$0.00</td>
<td>$26,880.00</td>
<td>$0.00</td>
<td>$64,960.00</td>
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</table>
## B. Operating Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 2013-14</th>
<th>FY 2014-15</th>
<th>FY 2015-16</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Travel</td>
<td>$2,963.00</td>
<td>$2,963.00</td>
<td></td>
<td>$5,926.00</td>
</tr>
<tr>
<td>2. Professional Services</td>
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<td></td>
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<td>$0.00</td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Communications</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>5. Utilities</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>7. Rentals</td>
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<td>8. Repairs &amp; Maintenance</td>
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<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>9. Materials &amp; Goods for Manufacture &amp; Resale</td>
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<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>10. Miscellaneous</td>
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<td></td>
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<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
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<td>$0.00</td>
<td>$2,963.00</td>
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</tr>
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</table>

## C. Capital Outlay

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 2013-14</th>
<th>FY 2014-15</th>
<th>FY 2015-16</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library Resources</td>
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<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Equipment</td>
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<td></td>
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<tr>
<td><strong>Total Capital Outlay</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

## D. Capital Facilities

- **Construction or Major Renovation**

## E. Indirect Costs (overhead)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$22,003.00</td>
<td>$0.00</td>
<td>$22,003.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$26,880.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$70,886.00</td>
<td>$0.00</td>
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<tr>
<td><strong>Net Income (Deficit)</strong></td>
<td>$-4,003.00</td>
<td>$4,000.00</td>
<td>$-4,003.00</td>
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</tr>
<tr>
<td></td>
<td>$4,000.00</td>
<td>$120.00</td>
<td>$0.00</td>
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<tr>
<td></td>
<td>$-7,886.00</td>
<td>$8,000.00</td>
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<td></td>
</tr>
</tbody>
</table>
Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

| Date of Proposal Submission: | 10/15/12 |
|----------------------------|
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Science |
| Name of Department(s) or Area(s): | Department of Mathematics |

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

| Title: | Mathematics Applied – Mathematical Biology Option |
| Degree: | B.S. |
| Method of Delivery: | On Campus |
| CIP code (consult IR/Registrar) | 27.0306 |
| Proposed Starting Date: | Summer 2013 |

Indicate if the program is:

- [x] Regional Responsibility
- [ ] Statewide Responsibility

Indicate whether this request is either of the following:

- [x] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other

Paul Joyce 7 November 2012
College Dean (Institution) Date

Vice President for Research (as applicable) Date

Graduate Dean (as applicable) Date

State Administrator, SDPTE (as applicable) Date

Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

President Date

SBOE/OSBE Approval Date

March 16, 2012 Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

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

We request to add an option to our Applied Mathematics B.S. Degree. This program will require courses from Biology, Mathematics, Statistics and Chemistry. Biology is undergoing an information revolution. Technological advances in the last two decades have created an avalanche of biological data, and this challenge will only increase in the immediate future. The manipulation, analysis and interpretation of large, complex datasets is thus central to much of biology. A mathematical biology option will provide much needed training in an emerging discipline.

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

Biomathematics, biostatistics, and bioinformatics are growing fields with huge employment potential. However, students who wish to take advantage of these job opportunities or wish to obtain graduate degrees in these disciplines need to be appropriately crossed trained.

A mathematical Biology option will provide this needed cross training. Currently, the curriculums for mathematics and for biology are quite distinct, which does not give students in biology much incentive to take advanced mathematics courses or mathematics majors much opportunity to pursue biological training.

**Mathematics - B.S.**

- Students earning a Mathematics Degree planning to teach should have an understanding of mathematics that is sufficient for that career.

- The student should be able to construct and defend mathematical proofs. This is one of the two ways in which we feel the student should have a truly transformational experience.

- The student should develop a robust and flexible approach to representations of mathematical ideas and collaborative skills for doing mathematics.

- The student should learn to analyze, think critically, and problem solve.

- The student should learn to strategically frame real-world problems for analysis and using modern mathematics to model scientific phenomena.

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

March 16, 2012
Page 2
No specialized accreditation is necessary for this option. The new option will be assessed through the university’s assessment process along with the other options for the Mathematics BS.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.* This question is not applicable to requests for discontinuance.

The creation of this option does not require establishing any new courses, and the existing courses used have sufficient capacity for anticipated new enrollments. Thus the new option will not increase overall teaching load.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

| Credit hours required in major: | 67 |
| Credit hours required in minor: | 0  |
| Credit hours in institutional general education or core curriculum: | 34 |
| Credit hours in required electives: | 19 |
| **Total credit hours required for completion:** | **120** |

Explanation: There are 67 credits of required courses in this proposed degree option. The UI Core consists of approximately 34 additional credits. These add to 101 credits, meaning a student pursuing this option would then need 19 credits of electives in order to reach the 120 credits required for the BS degree.

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

<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>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>CWI</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>EITC</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>ISU</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>LCSC</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>NIC</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>UI</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

The University of Idaho has an NSF grant that is joint with WSU which created a collaborative Undergraduate math/biology project to expand interdisciplinary training opportunities for undergraduates in mathematics and biology. The project is aimed to transform undergraduate biology and mathematics education at the partner institutions through immersion in an interdisciplinary culture. The project has the following objectives:

Objective 1: Encourage and enable undergraduates to pursue graduate studies and science careers at the intersection of mathematics and biology.

Objective 2: Train and mentor undergraduate teams in cutting-edge interdisciplinary research that builds on collaborations between faculty at UI and WSU.

Objective 3: Create an interwoven, cooperative undergraduate curriculum in mathematical biology that leverages expertise at both institutions.

Each year over 10 students have participated in the grant program at the University of Idaho. It is estimated that many of these students will wish to pursue the Mathematical Biology option each year.

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

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current 2012</td>
<td>Year 1 Previous 2011</td>
<td>Year 2 Previous 2010</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
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<td>EITC</td>
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<td>ISU</td>
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<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: No other institutions currently offer a bachelors degree option in Mathematical Biology. The numbers in the UI row above show enrollments and degrees awarded in the existing Mathematics BS program, to which this proposal would add a Mathematical Biology option.

With ten students participating in the Mathematical Biology grant program per year, we estimate we will add five majors in this new option from each year’s group. Thus, our estimates would be 5, 10, and 15 students in the program over the first three years. That estimate may in fact be too conservative, as the degree option will also be attractive to students not participating in the grant program.

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

Students may move from a general mathematics degree or a biology degree to pursue this option; however it is likely that a student from either discipline would choose to double major in Mathematical Biology.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Mathcareers.org lists a number industries and societies in biology related fields where mathematics and statistics together with life sciences training are needed. These include: Pharmaceutical Industry, Biochemical Society, Nutrition foundation, Society for Immunology, Institute for Biomedical Sciences, Genetics Society, and Society for Experimental Biology, and the Society for General Microbiology.

In fact, the Division of Mathematical Sciences and the Directorate for Mathematical and Physical Sciences at the National Science Foundation and the National Institutes of General Medical Sciences at the National Institutes of Health have recognized the need to promote research at the interface between the mathematical sciences and the life sciences for years. The Bureau of Labor Statistics reports that jobs in the Bio-medical field that require cross-training in mathematics, statistics and biological sciences will increase by more than 10% a year for the next five years. We do not have data on local and regional impacts.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*March 16, 2012*  
*Page 5*
a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

We used a publication from the Bureau of Labor Statistics entitled 'Healthcare jobs you might not know about.' In this publication they lists Biostatistics, BioMathematics, and Bioinformatics as careers have median starting salary is $70,000 at the MS level. Bioinformatics has a starting salary of $80,000 at the MS level. However, students appropriately trained in Biology, Mathematics and Statistics at the undergraduate level will have a leg up on other students entering these programs. It is difficult to determine job potential at the State level versus National level.

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

Healthcare is a growing industry and students with the ability to analyze biological data are increasingly in demand. The corresponding graduate degrees that this program feed into will have significant economic impact.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

This is a program that will primarily benefit students who wish to use this to enter graduate programs that have a high need.

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

Not a distance program.

Several of the Mathematics and Statistics courses required for this option are available through the Engineering Outreach program and could be taken by distance. We anticipate the enrollment to be primarily on campus.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. This question is not applicable to requests for discontinuance.

SBOE Goal 1 Objective D

GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to transition into the workforce efficiently and effectively.

Because, Bio-mathematics, Bio-Statistics, and Bio-informatics are emerging fields, Idahoans, through this
program, will get a distinctive educational experience that will train them for the future.

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

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho strategic plan Goal 1. Enable students success in a rapidly changing world. Objective b Strategy 5. Increase opportunities for student interaction and interdisciplinary collaborations.</td>
<td>A mathematical Biology option is inherently interdisciplinary and will provide students with employment opportunities that they could not realize without this innovative cross training.</td>
</tr>
</tbody>
</table>

14. **Is the proposed program in your institution’s Five-Year plan? Indicate below.** This question is *not applicable to requests for discontinuance.*

   Yes ____ No ____

See above.

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

The University of Idaho obtained and NSF grant to train undergraduate students in Mathematical Biology. As part of the specific aims of that program, the university supported the idea of creating a degree option in Mathematical Biology within the Mathematics B.S. degree. This program will facilitate an already successful interdisciplinary graduate program in Computational Biology and Bioinformatics. Creating the option furthers the University’s goals in our signature area of real-time evolution (IBEST).

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

   Students will be recruited through departmental informational materials, advising and through undergraduate seminars.

16. **Program Resource Requirements.** Using the *Excel spreadsheet* provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

   No additional resources will be needed for the addition of this option. An increase in teaching load is not anticipated thus we do not expect additional personnel costs. Since course and section capacity exist we do not anticipate an increase in operating costs. Equipment is sufficient. No new facilities are required.

   We expect some new revenue to be generated from new student tuition and fees. The attached budget shows a conservative estimate of revenue based on an assumption of 5, 10, and 15 new in-state students over the first three years.

*March 16, 2012*  
*Page 7*
Appendix A: Program Completion Requirements

Mathematics B.S., Applied – Mathematical Biology Option

This option offers training across Mathematics and Biology and provides the background to pursue a career in technical industries and to obtain graduate degrees in Biomathematics, Biostatistics, and Bioinformatics.

Basic Courses:
- Math 170 Analytic Geometry and Calculus I (4cr)
- Math 175 Analytic Geometry and Calculus II (4cr)
- Math 275 Analytic Geometry and Calculus III (4cr)
- Math 330 Linear Algebra (3cr) or Math 430 Advanced Linear Algebra (3cr)

Math and Statistics courses:
- Stat 251 Introduction to Statistics (3r) or Stat 301 Probability and Statistics (3cr)
- Math 437 Mathematical Biology (3cr)
- Math/Stat 451 Probability Theory (3cr)
- Math/Stat 452 Mathematical Statistics (3cr)
- Two of the following (6cr)
  - Math 310 Differential Equations
  - Stat 431 Statistical Analysis
  - Math 453 Stochastic Models
- One of the following (3cr)
  - Math 428 Numerical Methods
  - Math 430 Advanced Linear Algebra
  - Math 480 Partial Differential Equations

Biology courses:
- Biol 115 Cells and the Evolution of Life (4cr)
- Biol 116 Organisms and Environments (4cr)
- Biol 310 Genetics (4cr)
- Biol 456 Computer Skills for Biologists (3cr)
- Twelve credits of Biology courses at the 300 level or above.

Supporting Courses:
- Chem 111 Principles of Chemistry I (4cr)
Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### A. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 14</th>
<th>FY 15</th>
<th>FY 16</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Appropriated (Reallocation)</td>
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<td>$0.00</td>
<td>$0.00</td>
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<td>2. Appropriated (New)</td>
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<tr>
<td>3. Federal</td>
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<td>$0.00</td>
</tr>
<tr>
<td>4. Tuition</td>
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<td>$62,000.00</td>
</tr>
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<td>5. Student Fees</td>
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<td><strong>Total Revenue</strong></td>
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<td>$62,000.00</td>
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### B. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
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Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

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

| Title: | CERTIFICATE IN ENERGY SYSTEMS |
| Degree: | Academic Certificate |
| Method of Delivery: | On-line |
| CIP code (consult IR/Registrar) | 30.1501 |
| Proposed Starting Date: | Summer 2013 |
| Indicate if the program is: | x Regional Responsibility |

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
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<td>Chief Academic Officer, OSBE</td>
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</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
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March 16, 2012 Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

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

The Environmental Science Program at the University of Idaho would like to create a new undergraduate Certificate in Energy Systems. An academic certificate is a coherent body of work designed to reflect specialized expertise and signifies that a student has successfully completed a series of required and elective courses predetermined by the academic unit. This Certificate will provide students who complete 12 credits in energy related coursework online an opportunity to show mastery of the material to aid in career advancement. The Certificate will consist of 3 required courses: EnvS 483/583 Water and Energy Systems, EnvS 484 History of Energy, EnvS 485 Energy Efficiency and Conservation and one elective course approved by the Environmental Science Program Director or his/her designee. A list of approved electives is attached as Appendix 1. Other appropriate coursework may be substituted for the required courses if approved by the Environmental Science Program Director or his/her designee. For example, some courses are taught live only in Moscow or only in Idaho Falls, students studying at that campus may wish to use such a course instead of an online course. This is allowed if approved.

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

Meeting current and future energy needs is one of the most pressing issues of our time. Students entering the workforce in many areas will need a thorough understanding of the environmental and economic issues surrounding the current energy situation as well as possible future scenarios. This Certificate is designed to satisfy that need.

The expected student learning outcomes and achievements of the Certificate are:

- Articulate humanity’s historical relationship to energy and demonstrate a clear grasp of the impact of each historical transition.
- Describe and discuss the current U.S. and world energy situations and trace their historical precedents.
- Describe the energy limitations on our nation’s future and the importance of controlling energy demand.
- Describe the role of energy efficiency in controlling adverse consequences of energy supply and demand.
- Describe how supply and demand of energy are related to the supply and demand for water.
- Describe historic trends in both energy and water use and speculate about future use trends.

Student learning outcomes and achievements will be assessed by evaluating student success in completing program components including technical course assignments, online discussions and blogs, term papers, and examinations. For example, in History of Energy, students complete an energy timeline exercise to demonstrate they understand humanity's historical relationship to energy including the historical transitions. Students in Energy Efficiency and Conservation complete a series of exercises showing mastery of the role of energy efficiency in controlling energy demand.
3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The Certificate in Energy Systems, like all UI academic programs, will have a formal assessment of student learning carried out annually by the Environmental Science Program Office and the University Wide Programs in coordination with the UI Office of Institutional Research and Assessment’s University-wide assessment of student learning. Environmental Science programs are not accredited nationally at this time.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.*

None.

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

See answer to #1 above for list of program requirements.

| Credit hours required in major: | 9 |
| Credit hours required in minor: | 
| Credit hours in institutional general education or core curriculum: | 
| Credit hours in required electives: | 3 |
| **Total credit hours required for completion:** | **12** |

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Idaho State University has an Energy Systems Renewable Energy Technology technical certificate program within its College of Technology that focuses on workforce training. Our offering would be an academic program at the undergraduate and certificate seeking levels. These would not be duplicative.

<p>| Degrees/Certificates offered by school/college or program(s) within disciplinary area under review |</p>
<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>
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<td>UI</td>
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</tbody>
</table>
7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

The Environmental Science Program has a history of successfully implementing academic Certificates. We currently have Certificates in Environmental Water Science and in Environmental Contamination Assessment. Historical enrollment numbers in those Certificate programs were used to determine enrollment projections.

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

We anticipate 5 students per year for the next three years will enter the program and complete it in the subsequent two years. The undergraduates earning the certificate will be full-time students and the certificate-seeking students will be part-time students.

Students earning this Certificate will have the background to continue their studies in the field of energy systems. The Center for Advanced Energy Studies is a research and education partnership among the Idaho National Laboratory, University of Idaho, Idaho State University and Boise State University. This certificate will lead students to consider graduate education in the energy field, possibly at CAES.

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2013</td>
<td>Year 1 Previous Fall 2014</td>
<td>Year 2 Previous Fall 2015</td>
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<tr>
<td>BSU</td>
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<tr>
<td>UI</td>
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<td>10</td>
<td>15</td>
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</table>

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

No. Undergraduates in Environmental Science may already take these courses as part of their degree completion or as credit toward a future Master’s degree. Certificate seeking students are recruited to the UI online Masters of Science degree by first recruiting them as Certificate students.
and then encouraging them to continue to complete the M.S. There should be no impact on other programs.

10. Provide verification of state workforce needs such as job titles requiring this degree.
Include State and National Department of Labor research on employment potential. This question is not applicable to requests for discontinuance.

This is not a degree, rather it is a certificate earned to enhance one’s undergraduate experience or provide a milestone on the way to graduate degree completion. Again, this certificate may be useful in encouraging students to do graduate research at CAES.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
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<td>State</td>
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</tr>
<tr>
<td>Nation</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

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

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

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

Yes, the required courses for this certificate are delivered online using the most current course management system, BB Learn. Other appropriate coursework may be substituted for the required courses if approved by the Environmental Science Program Director or his/her designee. For example, some courses are taught live only in Moscow or only in Idaho Falls, students studying at that campus may wish to use such a course instead of an online course. This is allowed if approved. Courses used for the elective may be either live or on-line.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. This question is not applicable to requests for discontinuance.

This Certificate is consistent with the SBOE’s stated role for UI in education and distance learning. In addition, it will also help with academic offerings consistent with the emphasis on and growth of the Center for Advanced Energy Studies (CAES) in Idaho Falls. CAES is operated in a partnership with the other Idaho Universities and the Idaho National Laboratory. In addition, it dovetails with the new Idaho Global Entrepreneurial Mission (IGEM).

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

It is consistent with our new Strategic Plan Goal 1: Teaching and Learning as well as Goal 3: Outreach and Engagement. The University is continuing to emphasize and expand our University-wide Interdisciplinary Programs of which the Environmental Science Program is the oldest and the largest. This Certificate is consistent with the emphasis area in Energy Systems within the M.S. Environmental Science degree program and may help to market and expand our online M.S. in Environmental Science and our online Professional Science Masters degree.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>Delivery of 4 classes to achieve certificate</td>
</tr>
<tr>
<td>Outreach and Engagement</td>
<td>Delivery online to place-bound students</td>
</tr>
</tbody>
</table>

14. Is the proposed program in your institution’s Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes ____ No ____ X____

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

The Environmental Science Program and its degrees are in the University of Idaho’s program inventory. This Certificate is consistent with the current degree offerings and is based on current coursework. It simply allows students to complete a credential after 12 credits, either prior to completing an undergraduate degree or as a path toward graduate coursework.

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

Information about this Certificate will be distributed through the UI website and in marketing materials related to the Environmental Science, Water Resources, and Professional Science Master’s Programs. Since this is a fully online Certificate, students will be recruited throughout the state, region, nation and world. Certificates are often helpful in attracting new students to the University and, since the Environmental Science Program already has a M.S. degree delivered online, the Certificate will be used to attract students who may continue on to finish the Master’s online or at CAES.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Most likely, students in the Certificate will be part time off-campus students. Undergraduate level in-state tuition is $311 per credit plus a $35 per credit web-based fee. This amounts to a revenue to the University of $5,190 per semester. The Environmental Science Program manages its Certificates using current revenues. The Certificate consists of courses already constructed and delivered online so no additional resources or reallocation of existing resources are needed.
### Certificate in Energy Systems
#### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 479 Intro to Environmental Regulations</td>
<td>3 cr.</td>
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<tr>
<td>GEOG 401 Climatology</td>
<td>3 cr.</td>
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<tr>
<td>GEOG 410 Applied Meteorology and Climatology</td>
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<tr>
<td>GEOG 420 Land, Resources and the Environment</td>
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<td>GEOG 455 Societal Resilience and Adaptation to Climate Change</td>
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<td>Name of Department(s) or Area(s):</td>
<td>Environmental Science Program</td>
</tr>
</tbody>
</table>

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

| Title: | Certificate in Sustainability Science |
| Degree: | Academic Certificate |
| Method of Delivery: | Online |
| CIP code (consult IR/Registrar) | 30.3301 |
| Proposed Starting Date: | Summer 2013 |
| Indicate if the program is: | Regional Responsibility |

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [] Discontinuance of an Existing Program/Option
- [] New Off-Campus Instructional Program
- [] Consolidation of an Existing Program
- [] New Instructional/Research Unit
- [] Expansion of an Existing Program
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</tr>
<tr>
<td>Graduate Dean (as applicable)</td>
<td>Date</td>
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<td>State Administrator, SDPTE (as applicable)</td>
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<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<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. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

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

The Environmental Science Program at the University of Idaho would like to create a new undergraduate Certificate in Sustainability Science. An academic certificate is a coherent body of work designed to reflect specialized expertise and signifies that a student has successfully completed a series of required and elective courses predetermined by the academic unit. This Certificate will provide students who complete 12 credits in sustainability related coursework online an opportunity to show mastery of the material to aid in career advancement. The Certificate will consist of 3 required courses: EnvS 436/536 Principles of Sustainability, EnvS 482 Pollution Prevention, EnvS 485 Energy Efficiency and Conservation, and one elective course approved by the Environmental Science Program Director or his/her designee. A list of approved electives is attached as Appendix 1. Other appropriate coursework may be substituted for the required courses if approved by the Environmental Science Program Director or his/her designee. For example, some courses are taught live only in Moscow or only in Idaho Falls, students studying at that campus may wish to use such a course instead of an online course. This is allowed if approved.

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

Sustainability is a new and growing field and is becoming increasingly relevant to many industries that have impacts on the environment. For example, the job title Sustainability Director is a rapidly growing job category. Learning outcomes and achievements for the Certificate are:

- Have an understanding of the basic principles of sustainability as it relates to solid and hazardous waste, water pollution, air pollution, and other types of pollution.
- Have an understanding of sustainable buildings, sustainable exteriors, sustainable transportation, sustainable food systems, and sustainable community design.
- Describe the energy limitations on our nation’s future and the importance of controlling energy demand.
- Describe the role of energy efficiency in controlling adverse consequences of energy supply and demand.
- Be able to demonstrate a fundamental knowledge of the history of relationships to nature and how that has influenced the success of societies in the ancient world and in the modern era; demonstrate an understanding of major international organization efforts to advance sustainability from the late 20th Century onwards.
- Acquire mastery with the major issues, concepts, documents, and subject areas in some of the major arenas and domains of critical concern to sustainability.

Student learning outcomes and achievements will be assessed by evaluating student success in completing program components including technical course assignments, online discussions and blogs, term papers, and examinations. For example, in Pollution Prevention, students complete their own summary of course materials to show understanding of sustainability as it relates to solid and hazardous waste, water pollution, air pollution, sustainable buildings, sustainable exteriors, sustainable transportation, sustainable food systems, and sustainable community design. Students in Energy Efficiency and Conservation complete a series of exercises showing mastery of the role of
energy efficiency in controlling energy demand.

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

The Certificate in Sustainability Science, like all UI academic programs, will have a formal assessment of student learning carried out annually by the Environmental Science Program Office and the University Wide Programs in coordination with the UI Office of Institutional Research and Assessment’s University-wide assessment of student learning. Environmental Science programs are not accredited at this time.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

None.

5. Please provide the program completion requirements and attach to this proposal as Appendix A. This question is not applicable to requests for discontinuance.

See answer to #1 above for list of program requirements.

<table>
<thead>
<tr>
<th>Credit hours required in major:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours required in minor:</td>
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<tr>
<td>Credit hours in institutional general education or core curriculum:</td>
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<td>Credit hours in required electives:</td>
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</tr>
<tr>
<td><strong>Total credit hours required for completion:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Neither Boise State nor Idaho State University has degrees or certificates in sustainability or sustainability science.

<p>| Degrees/Certificates offered by school/college or program(s) within disciplinary area under review |
|-------------------------------|-----------------------------------|-----------------------------------|</p>
<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>
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</thead>
<tbody>
<tr>
<td>BSU</td>
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<td>CSI</td>
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<td>UI</td>
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</tbody>
</table>
7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B. This question is not applicable to requests for discontinuance.**

The Environmental Science Program has a history of successfully implementing academic certificates. We currently have Certificates in Environmental Water Science and in Environmental Contamination Assessment. Historical enrollment numbers in those certificate programs were used to determine enrollment projections.

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

We anticipate 5 students per year for the next three years will enter the program and complete it in the subsequent two years. The undergraduates earning the certificate will be full-time students and the certificate-seeking students will be part-time students.

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2013</td>
<td>Year 1 Previous Fall 2014</td>
<td>Year 2 Previous Fall 2015</td>
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<tr>
<td>BSU</td>
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<tr>
<td>UI</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

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

No. Undergraduates in Environmental Science may already take these courses as part of their degree completion. Certificate seeking students are recruited to the UI online Masters of Science degree by first recruiting them as certificate students and then encouraging them to continue to complete the M.S. There should be no impact on other programs.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. **This question is not applicable to requests for discontinuance.**

   This is not a degree, rather it is a certificate earned to enhance one’s undergraduate experience or provide a milestone on the way to graduate degree completion.
Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
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<td>Region</td>
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<td>State</td>
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<tr>
<td>Nation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

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

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

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

Yes, the required courses for this certificate are delivered online using the most current course management system, BB Learn. Other appropriate coursework may be substituted for the required courses if approved by the Environmental Science Program Director or his/her designee. For example, some courses are taught live only in Moscow or only in Idaho Falls, students studying at that campus may wish to use such a course instead of an online course. This is allowed if approved. Courses used for the elective may be either live or on-line.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution’s role and mission. This question is not applicable to requests for discontinuance.

This Certificate is consistent with the SBOE’s stated role for UI in graduate education and distance learning. In addition, it will also help with academic offerings consistent with the emphasis on sustainability at the University of Idaho.

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

It is consistent with our new Strategic Plan Goal 1: Teaching and Learning as well as Goal 3: Outreach and Engagement. The University is continuing to emphasize and expand our University-wide Interdisciplinary Programs of which the Environmental Science Program is the oldest and the largest. This Certificate is consistent with the emphasis on sustainability within the M.S. Environmental Science degree program and may help to market and expand our online M.S. in Environmental Science and our online Professional Science Masters degree.
Goals of Institution Strategic Mission | Proposed Program Plans to Achieve the Goal
--- | ---
Teaching and Learning | Delivery of 4 classes to achieve certificate
Outreach and Engagement | Delivery on-line to place bound students.

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____  No ____

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

The Environmental Science Program and its degrees are on the University of Idaho’s current program inventory. This Certificate is consistent with the current degree offerings and is based on current coursework. It simply allows students to complete a credential after 12 credits, either prior to completing an undergraduate degree or as a pathway to beginning graduate coursework.

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

Information about this Certificate will be distributed through the UI website and in marketing materials related to the Environmental Science, Water Resources, and Professional Science Master’s Programs. Since this is a fully online Certificate, students will be recruited throughout the state, region, nation and world. Certificates are often helpful in attracting new students to the University and, since the Environmental Science Program already has two M.S. degrees delivered online, the Certificate will be used to attract students who may continue on to finish the Master’s degrees online.

16. Program Resource Requirements. Using the **Excel spreadsheet** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Most likely, students in the Certificate will be part time off-campus students. Undergraduate level in-state tuition is $311 per credit plus a $35 per credit web-based fee. This amounts to revenue to the University of $5,190 per semester. The Environmental Science Program manages its Certificates using current revenues. The Certificate consists of courses already constructed and delivered online so no additional resources or reallocation of existing resources are needed.
### Certificate in Sustainability Science

#### Elective Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 479 Intro to Environmental Regulations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FOR 462 Watershed Science and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>GEOG 411 Natural Hazards and Society</td>
<td>3 cr.</td>
</tr>
<tr>
<td>GEOG 420 Land, Resources and the Environment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>GEOG 455 Societal Resilience and Adaptation to Climate Change</td>
<td>3 cr.</td>
</tr>
<tr>
<td>REM 440 Wildland Restoration Ecology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

<table>
<thead>
<tr>
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<th>FY 14</th>
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<th>FY 16</th>
<th>Cumulative Total</th>
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<td>On-going</td>
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<tr>
<td>1. Appropriated (Reallocation)</td>
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<td>2. Appropriated (New)</td>
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<tr>
<td>3. Federal</td>
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<tr>
<td>4. Tuition</td>
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<tr>
<td>5. Student Fees</td>
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<tr>
<td>6. Other (Specify)</td>
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<tr>
<td><strong>Total Revenue</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
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B. EXPENDITURES

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<th>FY 15</th>
<th>FY 16</th>
<th>Cumulative Total</th>
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</thead>
<tbody>
<tr>
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<td>On-going</td>
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<td>On-going</td>
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<td>3. Equipment</td>
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<tr>
<td>4. Facilities</td>
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<tr>
<td>5. Other (Specify)</td>
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</table>

Net Income (Deficit) = Total Revenue - Total Expenditures

Net Income (Deficit) = $0.00 - $0.00 = $0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.
Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>October 11, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<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>Department of C &amp; I, CTE Program, Engineering and Technology Education Option Area</td>
</tr>
</tbody>
</table>

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

| Title: | Career & Technical Education - Engineering and Technology Education Option |
| Degree: | B.S. Ed. |
| Method of Delivery: | Multi-modal: Face to Face, Hybrid, Online |
| CIP code (consult IR /Registrar) | 13.1319 |
| Proposed Starting Date: | Summer 2013 |

Indicate if the program is:

| X | Regional Responsibility |
| | Statewide Responsibility |

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [X] New Instructional/Research Unit
- [X] Expansion of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
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<tr>
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<td>Date</td>
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<td>President</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The University of Idaho’s (UI), College of Education’s (CoE), Department of Curriculum and Instruction (C&I) is requesting that the Career and Technical Education (CTE) program’s B.S.Ed. in secondary education, Engineering and Technology Education (ETE) Option, be expanded from the University of Idaho, Moscow campus to include a collaboration with the College of Southern Idaho (CSI). Together, the UI and CSI propose a collaborative 2+2 program. CSI will offer content courses equivalent to an AS degree which satisfies the State Board Core requirements and much of the Education Core requirements for teacher certification; and the UI will provide upper-division courses, practicum, and internships that complete the requirements for a B.S.Ed. in Secondary Education in CTE with ETE Option.

CSI is able to offer introductory courses and to meet requirements for meeting the State Board Core and houses the cutting-edge facilities to provide education in Engineering and Technology Education content areas. CSI’s cutting edge technology will be used to prepare students for the 21st century workforce.

UI’s CTE faculty members are currently located in Moscow and Boise. The UI will be advertising for an ETE faculty person who will be based in Twin Falls and who will teach, advise, and recruit students into the new 2+2 ETE Option. This faculty hire will be replacing the current non-tenure track instructor in ETE in Moscow. The hire will provide us with one tenure-track ETE faculty person in Moscow and one clinical ETE faculty person in Twin Falls. The location of faculty across the state allows CTE courses to be delivered in multi-modal format, such as hybrid, a combination of face-to-face and on-line courses. The 2+2 partnership will provide a larger population of students with an opportunity to complete a bachelor of education program.

Students who are currently enrolled in the program on the Moscow campus will be taught out to the completion of their degree and certification. These students will receive pedagogical and content courses from CTE faculty in Moscow, Boise, and Twin Falls. Since CTE courses can be delivered in multi-modal format, this plan provides students the opportunity to complete their program at a distance.

The first two years of the CTE program will not be offered by the UI following the teach out period. It is the intention of UI faculty to initiate conversations with other post-secondary institutions across the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements.

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

The objectives of the 2+2 collaborative CTE program, ETE Option, between the University of Idaho and the College of Southern Idaho are to:

Prepare secondary Engineering and Technology Education teachers to;

1. Provide an engaging curriculum which emphasizes the relevance of Science, Technology, Engineering, and Math to real world problems and applications;
2. Provide opportunities for a bachelor’s degree to a population which typically do not pursue beyond a two year associates degree;
3. Help students to connect education to STEM career pathways; and
4. Leverage existing resources of the University of Idaho (professional teaching faculty) and CSI (industry certified content faculty); and
5. Capitalize on cutting edge, industry relevant facilities of CSI such as access to renewable energy laboratories.

Student learning outcomes are consistent with the Idaho Standards for Initial Certification of Professional School Personnel and they are articulated in Appendix A.

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

The Engineering and Technology Education Option will continue to be a part of the University of Idaho’s teacher preparation program. UI teacher preparation programs are evaluated and accredited by NCATE. The ETE Option will also be evaluated as part of the Career and Technical Education Program by the Idaho Division of Professional-Technical Education. The CTE program receives external funding from IDPTE. The C&I department provides resources that are dedicated to comprehensive program evaluation.

A summary of C&I department’s evaluation system is included in Appendix B.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

This is a 2+2 proposal. Students will pursue the State Board Core their first two years while completing the requirements for an Associate of Science degree from CSI. Students will be admitted into the University of Idaho CTE teacher education program, Engineering and Technology Option, where they will complete the requirements for a Bachelor of Science in Education degree and a recommendation from the UI for a Idaho secondary teaching certificate with an endorsement in Engineering and Technology Education. No new courses will be developed, but equivalent courses from CSI will be part of the study plan for first 2 years, see appendix C.

5. Please provide the program completion requirements and attach to this proposal as Appendix C. This question is not applicable to requests for discontinuance.

| Credit hours required in EDCI core | 18 |
| Credit hours required in CTE core | 24 |
| Credit hours required for ETE Cert | 21 |
| Credit hours in institutional general education or core curriculum: | 36 |
| Credit hours in required electives: | 30 |
| Total credit hours required for degree program: | 129 |

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.
<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>
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<td>CWI</td>
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<td>EITC</td>
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<td>ISU</td>
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<td>LCSC</td>
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<td>NIC</td>
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<tr>
<td>UI</td>
<td>BS Ed</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

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

The Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, Steve Rayborn, has indicated that the job market needs for careers related to Engineering and Technology Education and projected needs for secondary teachers holding the ETE endorsement is in need of qualified and skilled workers and teachers who can prepare their students for careers in engineering and technology.

This 2+2 program will not only provide secondary teachers for Idaho Engineering and Technology classrooms, but it will also provide teachers throughout the region and the nation. The UI has been preparing teachers for other states. This proposal has the potential to strengthen this process.

The UI CTE program will enter into discussions with other post-secondary institutions in the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements. As mentioned earlier this proposal will provide a pathway to a Bachelor of Education degree for students who have earned an Associate of Science and Associate of Applied Science. These are populations who traditionally have not pursued a higher degree.
8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2012</td>
<td>Year 1 Previous Fall 2011</td>
<td>Year 2 Previous Fall 2010</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
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<tr>
<td>CWI</td>
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<td>EITC</td>
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<td>LCSC</td>
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<td>NIC</td>
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<td></td>
</tr>
<tr>
<td>UI</td>
<td>6</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

The CTE program was recently aligned with the C&I department when the CoE reorganized in 2010. Before that time it was part of the Adult, Career and Technical Education department (ACTE). The reorganization brought the CTE program with options in ETE, Business & Marketing, and Occupational Education to C&I. Please see Appendix D for enrollment and graduation numbers.

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

   No

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

   Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
According to Steve Rayborn, Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, the number of Idaho ETE programs has fallen from 81 in 2008 to 66 in 2012. The most referenced reason for program closure has been lack of qualified teachers available. The state division has surveyed existing ETE teachers and determined that approximately 12 ETE teachers will retire and 15 will leave the teaching profession over the next five years.

In the engineering and engineering technicians disciplines that these programs teach to, i.e., civil, computer, electrical, general engineering, industrial, nuclear and physical scientists, on average there will be an increase in demand for employees of approximately 18.4% between now and 2018 or an increase of about 3250 employees needed to fill available positions. (from Idaho Department of Labor website: http://labor.idaho.gov/dnn/Default.aspx?alias=labor.idaho.gov/dnn/idl).

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

The projected job openings noted, above, was provided by the Idaho Division of Professional-Technical Education, Engineering and Technology Program Manager

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

Graduates who are certified to teach secondary Engineering and Technology Education will help to prepare skilled workers careers in STEM fields. Idaho leaders have demanded that Idaho students be prepared with stronger skills in the STEM areas. This proposal will help to provide highly qualified teachers to Idaho’s secondary schools, thus strengthening STEM skills and in the long run strengthening the workforce.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program will prepare highly qualified Engineering and Technology teachers, which in turn will provide secondary students with the opportunity to strengthen skills in the STEM areas, thus improving student academic achievement.

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

Courses and experiences will be provided through a variety of delivery means, which includes distance technology through online and hybrid methodology. Faculty from the Moscow campus and centers such as Boise and Coeur d’Alene will be utilized to teach courses delivered at a distance.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution’s role and mission. This question is not applicable to requests for discontinuance.
This proposal is consistent with the State Board of Education’s strategic plan and the University of Idaho’s mission through the following:
1. strengthens the STEM pipeline;
2. demonstrates a commitment to workforce development;
3. facilitates access to post-secondary education to a wider population; and
4. further the University of Idaho’s statewide Land Grant mission through a collaborative effort with the College of Southern Idaho.

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

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, Objective A, #6: Apply emerging technologies to increase access and respond to the needs of local and global learners.</td>
<td>Through collaboration with CSI, students will engage with and learn about new and emerging technologies for STEM teaching and learning, as well, students will learn via distance delivery of instruction and innovations in teaching and learning with, through and about technology.</td>
</tr>
<tr>
<td>Goal 2, Objective B, #5: Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.</td>
<td>We will collaborate with the faculty and utilize physical resources and cutting-edge technologies at CSI.</td>
</tr>
<tr>
<td>Goal 3, Objective B, #1: Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.</td>
<td>CTE faculty, across the state and in Twin Falls, will work together in schools and business to provide a blend of theory and practice that will enhance students’ understanding of the craft of teaching and learning in ETE.</td>
</tr>
<tr>
<td>Goal 4, Objective C, #1, 2, 4: Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution; Develop and promote activities to increase collaboration with new and unique partners; and, Create efficiencies through innovative collaboration, shared goals, and common experiences.</td>
<td>This will be a pioneering program to align curriculum at CSI with upper-division work at UI – a model that can extend to other options in CTE. It will make the best use of physical resources and be place-based where CTE can recruit qualified and interested students to teach in secondary schools in STEM areas.</td>
</tr>
</tbody>
</table>

14. **Is the proposed program in your institution’s Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

   Yes  X  No _____

If not on your institution’s Five-Year plan, provide a justification for adding the program.
15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

The University of Idaho, College of Education is committed to investing in marketing for this initiative. The College of Southern Idaho will provide opportunities for students to learn about the program through the advising to students who are seeking an Associate’s degree.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

There will be no additional costs – see Appendix E.
Appendix A

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

Performance
1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.
3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Teachers, or (5) Idaho Standards for Technology Education Teachers.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher knows basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher knows pertinent terminology, logistics, and procedures for the occupational area.
4. The teacher knows industry trends and workforce needs.
5. The teacher knows workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher recognizes the importance of student leadership qualities in technical program areas.

**Performance**
1. The teacher maintains current technical skills and seeks continuous improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology and logistics for the occupational area.
4. The teacher exhibits and promotes leadership skills in Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher relates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**

**Knowledge**
1. The teacher knows the entry-level skills in the occupation.
2. The teacher knows workplace culture and ethics.
3. The teacher understands how to provide students with simulated occupational experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher knows how to integrate academic skills into technical content areas.
7. The teacher understands the role of entrepreneurship in the workplace.
8. The teacher knows policy and regulation concerning occupational content areas.

**Performance**
1. The teacher demonstrates appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated occupational applications of course content.
5. The teacher uses practitioners from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge.
7. The teacher discusses the entrepreneurial role in the workforce.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.

Performance
1. The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.
2. The teacher designs curriculum to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to use information about a student’s progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

Performance
1. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance
1. The teacher develops a professional development plan.
2. The teacher evaluates his or her educational and occupational professionalism.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge
1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to develop articulation agreements.
6. The teacher understands the structure of student organizations.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

**Performance**
1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher constructs articulation agreements.
6. The teacher describes how to organize an active professional-technical student organization.

**Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.**

**Knowledge**
1. The teacher understands how to dispose of waste materials.
2. The teacher knows how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher knows safety requirements necessary to conduct laboratory and field activities.
6. The teacher knows time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

**Performance**
1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher uses safety procedures and documents safety instruction.
3. The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).
4. The teacher reinforces effective work and safety habits.

**Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.**

**Knowledge**
1. The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).
2. The teacher understands how to help students balance work and personal life.
3. The teacher knows how to promote career awareness.

**Performance**
1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).
2. The teacher prepares students to cope with competing demands between work and personal life.
3. The teacher provides opportunities for career awareness.

**IDAHO CORE TEACHER STANDARDS**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim*

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.
5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

**Performance**

1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.
2. The teacher presents information that is accurate and relevant.
3. The teacher effectively links discipline concepts to students’ prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
7. The teacher develops and uses curricula that encourage students to recognize, question, and
interpret ideas from diverse perspectives.

8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.

9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.

10. The teacher models new technologies and integrates them into instruction.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**

1. The teacher understands multiple perspectives on how learning occurs.

2. The teacher understands that students’ physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.

3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.

4. The teacher understands how students’ conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

**Performance**

1. The teacher assesses individual and group performance in order to design instruction that meets all students’ needs.

2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.

3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.

4. The teacher creates a positive learning environment that supports students’ self-confidence and competence across all developmental areas.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Knowledge**

1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students’ strengths and needs as a basis for growth.

2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).

3. The teacher knows strategies to support the learning of students whose first language is not English.

4. The teacher understands how students’ learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

**Performance**

1. The teacher identifies and designs instruction appropriate to students’ stages of development, strengths, needs, and cultural backgrounds.

2. The teacher makes modifications to lessons for individual students who have particular learning needs.
differences or needs.
3. The teacher accesses appropriate services or resources to meet students’ needs.
4. The teacher uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
5. The teacher creates a learning community in which individual differences are respected.
6. The teacher persists in helping all students achieve success.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**

**Knowledge**
1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

**Performance**
1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**
1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

**Performance**
1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.

3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.

4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.

5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

**Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.**

**Knowledge**
1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
4. The teacher understands strategies for promoting student communication skills.

**Performance**
1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.
3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

**Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.**

**Knowledge**
1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials; individual
student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.

3. The teacher knows when and how to adjust plans to maximize student learning.

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

**Performance**

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

4. The teacher establishes student assessments that align with curriculum goals and objectives.

5. The teacher develops instructional plans based on student assessment and performance data.

6. The teacher integrates multiple perspectives into instructional planning with attention to students’ personal, family, and community experiences and cultural norms.

7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

**Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.**

**Knowledge**

1. The teacher understands the purposes of formative and summative assessment and evaluation.

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.

4. The teacher knows how to use assessments in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).

6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.

8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

**Performance**

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The teacher uses multiple assessment strategies to measure students’ current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
5. The teacher monitors student assessment data and adjusts instruction accordingly.
6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Knowledge**
1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

**Performance**
1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Knowledge**
1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.
2. The teacher knows the structure and the historical and political context of local, state, and national
educational systems and the role of education in society.

3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students’ lives and learning.

4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.

5. The teacher understands laws related to students’ rights and teachers’ responsibilities.

6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.

7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.

8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.

9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

Performance

1. The teacher uses information about students and links with community resources to meet student needs.

2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.

3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.

4. The teacher respects the privacy of students and the confidentiality of information.

5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.

6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).

7. The teacher acts as an advocate for students.

8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.
Appendix B

Assessment Plan

Development and Description of the Assessment Plan

The assessment plan is designed to select and monitor the development of the best possible candidates to work in P-12 public schools. It provides current and planned data collection activities and a description of current and planned processes for using the data for program improvement. It was designed with six objectives in mind:

1. Alignment with the University student outcomes, the vision/mission of the College of Education, the Conceptual Framework (CARE), the Danielson Framework for Professional Practice, and the Idaho State Core Standards for Teacher Education
2. Based on input concerning elements of the system from faculty, professional community members, and advisory professionals
3. Where possible, integrated with existing, valid, and reliable instruments and procedures
4. Anchored with multiple, validated instruments and procedures explored in pilots before installation
5. Systematic and flexible to allow examination of unique program goals;
6. Focused for program development and improvement.

The plan involves important points in each candidate’s program and includes assessments, timelines, plans for creation of future instruments, integration of technology such as TaskStream System, and reporting of student academic and performance achievement regarding standards and dispositions. In addition, it identifies six main transition points or benchmarks at the program level:

1. Admissions
2. Completion of Course Work
3. Field Experience
4. Teaching Credential
5. Program Exit
6. Employment

The technological tools for maintenance of the assessment system consist of:

- The University of Idaho’s administrative computing system
- The University of Idaho Assessment and External Program Review system,
- The University of Idaho College of Education’s assessment system for standards and dispositions
- Professional folio system housing signature assignments, student artifacts and assessments.

These systems offer many currently existing and possible future ways to maintain data. Most recently, an Internship Placement System has been developed and is ready for use in the UI College of Education’s assessment system. In addition, the global rubrics in the Professional folio system permit examining candidate progress on specific assignments, tests, and dispositions through responses to signature assignments and professional dialog with professors. Each of these can be linked to the conceptual framework, program goals, and standards.
Aspects Addressing Program Operations

Program operations are addressed at each benchmark. Selected information is used to assess candidates and candidate outcomes. The plan addresses a number of concerns including:

- Quality of instruction
- Effectiveness of field supervision
- Candidates’ and graduates’ perceptions of the quality of their preparation
- Employers’ evaluations of graduates in terms of the overall program quality in comparison to graduates of other institutions
- Employers’ evaluations of graduates in terms of program goals and the conceptual framework

The plan includes a variety of data collected on an established schedule. The data are generally collected—either by semester or annually—and reviewed annually. Full implementation of this process of feedback and use of data is ongoing. Data from candidates’ course evaluations is used to monitor the quality of instruction. Program administrators and faculty review each set of evaluation forms and counsel instructors who are not maintaining high instructional quality. Assistance is provided where needed. The assessment design specifications provide common procedures and guidelines for the collection, analysis, summarization, and use of the assessment data. Multiple assessments are used throughout the program in order to ensure program quality, high standards, consistency, and clear procedures.

The system serves four functions:

1. To determine the quality of applicants and appropriate fit with the program
2. To determine the quality of candidates throughout their programs in terms of expected knowledge, performance and dispositions inherent in the conceptual framework
3. To determine whether candidates have met the standards set by the Idaho State Department of Education
4. To continually improve the quality of our programs and the unit’s performance.

The assessment system is also used for department and college monitoring and improvement. It includes embedded data sources and information obtained from graduates and employers.

Assessment System Data Collection Activities and Instruments

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Assessment Evidence</th>
<th>Schedule</th>
<th>Instrument(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA &amp; required course verification</td>
<td>Transcripts, Admissions Checklist, Database</td>
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<td>Transcripts, Admissions Checklist</td>
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<td>Transcripts, Admissions Checklist</td>
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<td>Initial interview</td>
<td>By Semester</td>
<td>Admissions Checklist, Initial Advisement interview, Personal Statement Form or Letter of Interest</td>
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<td>Professional Recommendations</td>
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<td>Admissions Checklist, Professional Letter of Recommendation form</td>
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<td>Finger Print Analysis by the State</td>
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<td>Personal Interview (if required)</td>
<td>Interview forms and rubric, Admissions Checklist</td>
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<td>COE initial and secondary interview form</td>
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<td>Writing Sample (Advanced Programs) Letter of Interest (Initial Teacher Preparation)</td>
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<td>Overall Rating Form rubric</td>
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<td>Exceptions to Admission Criteria</td>
<td>Petition</td>
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<td>Petition’s Committee Assessment Form</td>
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<td>Final Admissions Decision</td>
<td>Admission Checklist Score and Faculty Approval Form</td>
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<td>COE Admissions to Teacher Education Evaluation Summary Program Faculty Approval Form</td>
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**COMPLETION OF COURSE WORK**

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<th>Instrument(s)</th>
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<td>Successful completion of course work with a minimum 3.0 GPA (Advanced Programs) and 2.75 Overall GPA (Initial Teacher Preparation)</td>
<td>Transcript</td>
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<td>Transcript</td>
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<td>Demonstration of content and pedagogical knowledge, skills and dispositions through assessment of program goals and CARE elements</td>
<td>Candidate Professional folio assessment signature assignment scores, Academic Exits</td>
<td>By Semester</td>
<td>Program Advising form, Professional folio course signature assignment assessments, Initial Teacher Preparation academic exit protocol</td>
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<td>Subject Matter Competence (Initial Teacher Preparation)</td>
<td>PRAXIS II, Verification of Subject Matter Competency</td>
<td>By Semester</td>
<td>PRAXIS II, Subject Matter Competency verification</td>
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<td>Demonstration of Readiness for Early Student Teaching Experiences (Initial Teacher Preparation)</td>
<td>Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Professional folio course and practicum signature assignment assessments</td>
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<tr>
<td>Demonstration of Readiness for Field Study or Internship</td>
<td>Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Professional folio course and practicum signature assignment assessments</td>
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**FIELD EXPERIENCES**

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<td>Completion of Early Field Experiences</td>
<td>Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments</td>
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<td>Assessment Activity</td>
<td>Assessment Evidence</td>
<td>Schedule</td>
<td>Instrument(s)</td>
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<td>Completion of Initial Internship I</td>
<td>Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments</td>
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<tr>
<td>Completion of Internship II or Field Experiences II</td>
<td>Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments</td>
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<td>Teaching Performance Assessment (TPA)</td>
<td>Passing score on the TPA (Initial Teacher Preparation)</td>
<td>Semester</td>
<td>National Teaching Performance Assessment for Elementary (Literacy or Math); Secondary (Math, Social Science, Science, English, Music, PE, Career Technical Education, or Agriculture); Special Education; or Early Childhood.</td>
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<td>Final Evaluation of Field Experience or Internship</td>
<td>Final Experience form signed by Site Supervisor and University Supervisor (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>University and Site Supervisor Rating forms</td>
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<tr>
<td>Completion of Thesis or Non-Thesis Project</td>
<td>Final Presentation, Completion Form</td>
<td>By Semester</td>
<td>Final Presentation, Completion Form</td>
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<td>Professional folio Defense</td>
<td>Professional folio defense rubric score</td>
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<td>Professional folio Defense rubric</td>
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**PROGRAM EXIT/CREDENTIAL**
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<th>Completion of Final Academic Exit Interview</th>
<th>Exit Interview Protocols</th>
<th>By Semester</th>
<th>Exit Interview Protocols and Response Form</th>
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<td>Completion of Exit Survey</td>
<td>Exit Survey form</td>
<td>By Semester</td>
<td>Exit Survey Responses</td>
</tr>
<tr>
<td>Graduation Check of all Program Requirements</td>
<td>Transcript, Degree Audit</td>
<td>By Semester</td>
<td>Transcript, Degree Audit</td>
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<tr>
<td>Final Verification for Eligibility - Recommendation for State Certification</td>
<td>Credential Application checklist</td>
<td>By Semester</td>
<td>Credential Application checklist</td>
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**EMPLOYMENT**

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<th>Instrument(s)</th>
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<td>Alumni Survey completion</td>
<td>Survey of Program Alumni</td>
<td>Bi-annually</td>
<td>Alumni Surveys</td>
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<tr>
<td>Employer Survey completion by employer</td>
<td>Survey of Employers</td>
<td>Bi-Annually</td>
<td>Employer Surveys</td>
</tr>
</tbody>
</table>
Appendix I:

The Idaho Core Standards for Teacher Preparation Programs

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Appendix II:

Danielson Framework Domains

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<th>Framework Component</th>
<th>Description of Teacher Performance</th>
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<tr>
<td><strong>Domain 1</strong></td>
<td><strong>Planning and Preparation</strong></td>
</tr>
<tr>
<td>1a</td>
<td>Demonstrates knowledge of content and pedagogy</td>
</tr>
<tr>
<td>1b</td>
<td>Demonstrates knowledge of students</td>
</tr>
<tr>
<td>1c</td>
<td>Sets instructional outcomes</td>
</tr>
<tr>
<td>1d</td>
<td>Demonstrates knowledge of resources</td>
</tr>
<tr>
<td>1e</td>
<td>Designs coherent instruction</td>
</tr>
<tr>
<td>1f</td>
<td>Designs student assessments</td>
</tr>
<tr>
<td><strong>Domain 2</strong></td>
<td><strong>The Classroom Environment</strong></td>
</tr>
<tr>
<td>2a</td>
<td>Creates an environment of respect and rapport</td>
</tr>
<tr>
<td>2b</td>
<td>Establishes a culture for learning</td>
</tr>
<tr>
<td>2c</td>
<td>Manages classroom procedures</td>
</tr>
<tr>
<td>2d</td>
<td>Manages student behavior</td>
</tr>
<tr>
<td>2e</td>
<td>Organizes physical space</td>
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<tr>
<td><strong>Domain 3</strong></td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>3a</td>
<td>Communicates with students</td>
</tr>
<tr>
<td>3b</td>
<td>Uses questioning and discussion techniques</td>
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<tr>
<td>3c</td>
<td>Engages students in learning</td>
</tr>
<tr>
<td>3d</td>
<td>Uses assessment in instruction</td>
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<tr>
<td>3e</td>
<td>Demonstrates flexibility and responsiveness</td>
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<tr>
<td><strong>Domain 4</strong></td>
<td><strong>Professional Responsibilities</strong></td>
</tr>
<tr>
<td>4a</td>
<td>Reflects on teaching</td>
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<tr>
<td>4b</td>
<td>Maintains accurate records</td>
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<td>4c</td>
<td>Communicates with families</td>
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<tr>
<td>4d</td>
<td>Participates in a professional community</td>
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<tr>
<td>4e</td>
<td>Grows and develops professionally</td>
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<tr>
<td>4f</td>
<td>Shows professionalism</td>
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Appendix C

College of Southern Idaho - University of Idaho
Curriculum Plan
Bachelor of Science in Education--Engineering & Technology Education

Successful completion of the requirements of the 2013-14 Catalog year articulation agreement will lead to an A.S. in Secondary Education--Engineering and Technology at the College of Southern Idaho and lead to a B.S.Ed. in Engineering & Technology Education from the University of Idaho.

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<td>COMM 101 Fundamentals of Oral Communication</td>
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<td>ENGL 101 English Composition 1</td>
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<td>WELD 107 Applied Leadership &amp; Safety</td>
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<td>MANT 105 CAD Engineering and Design</td>
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<td>PHYS 111 General Physics 1 &amp; Lab</td>
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<td>*CTE 351 Principles and Phil of PTE</td>
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<td>EDCI 301 Learning Develop &amp; Assess</td>
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<td>CTE 370 Power, Energy &amp; Transportation</td>
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<tr>
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</table>
Appendix E

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

<table>
<thead>
<tr>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
</tr>
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<tbody>
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<td>1. Appropriated (Reallocation)</td>
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<td>6. Other (Specify)</td>
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Total Revenue $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00

B. EXPENDITURES

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<th>FY</th>
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<td>5. Other (Specify)</td>
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</table>

Total Expenditures $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00
| Net Income (Deficit) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.
To: Faculty Senate  
From: University Curriculum Committee, Secretary  
Date: 12/10/12  
Subject: Athletic Training 3+2 Program

Objective: The objective of the Athletic Training 3+2 program is to allow students to earn both a Bachelor of Science in Physical Education with a major in Exercise Science & Health (BSPE – Exercise Science & Health) and a Master of Science in Athletic Training with a major in Athletic Training (MSAT) in 5 total years. To accomplish this, the College of Education is proposing that a specific list of 30 credits of Athletic Training courses be allowed to “double count” between the BSPE – Exercise Science & Health and the MSAT. The specific Athletic Training courses are:

- AT 506 Clinical Anatomy I (3 cr)
- AT 507 Care and Prevention of Injuries and Illnesses (3 cr)
- AT 508 Evaluation and Diagnosis of Injuries and Illnesses I (4 cr)
- AT 509 Principles of Rehabilitation (3 cr)
- AT 510 Therapeutic Modalities (2 cr)
- AT 511 Ethics and Administration in Athletic Trainers (3 cr)
- AT 512 Research Methods & Statistics I (3 cr)
- AT 520 Clinical Education I (2 cr)
- AT 521 Clinical Experience I (4 cr)
- AT 587 Prevention and Health Promotion in Athletic Training (3 cr)

Graduate Council and UCC both support this proposal and recommend the inclusion of the following two pieces of language in the 2013-2014 General Catalog:

To be added to the BSPE – Exercise Science & Health in the Department of Movement Sciences section of the catalog:

*Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.

To be added to the MSAT in the College of Graduate Studies section of the catalog:

**Master of Science in Athletic Training.** The MSAT is a non-thesis degree with a minimum of 88 credits at the 500-level required. Students may be admitted to the program through two methods: either by admission after completion of a bachelor’s degree from a regionally accredited institution or by early admission after the completion of the junior year in the University of Idaho Athletic Training option in Exercise Science and Health (BSPE) or by completion of the junior year in an approved program at an institution with articulated agreement with the University. Students offered early admission to the graduate program must meet all admissions and prerequisite coursework requirements for the Master of Science in Athletic Training degree, as well as all undergraduate requirements excluding the first 30 credits of the graduate program. Upon successful completion of the first 30 graduate credits, students may use these credits in transfer towards their undergraduate degree requirements. There is a professional fee for the MSAT program; please consult the program coordinator for details.

The College of Education now seeks the Faculty Senate’s approval of this proposal so recruiting initiatives can begin in the Spring of 2013.
February 5, 2013

To: Provost Doug Baker
From: Mark E. Hoversten, Dean

RE: Proposal for Graduate Degree Name Change
    MS Architecture to MS Integrated Architecture and Design

Rational for Name Change: MS in Architecture to MS in Integrated Architecture and Design

This is a request to change degree name only. This degree is the academic, research degree for the College of Art and Architecture. It does not affect the professionally accredited degrees offered in the college. The renaming of the Master of Science in Architecture as the Master of Science in Integrated Architecture and Design is the latest step in a long tradition in the College of Art and Architecture. The College was established in 1984 in order to provide a forum for the integration of architecture-related design degrees in a studio-based, professional educational experience. Following a period when it was combined with letters, arts, and social sciences, the College was re-established in 2005 so that integration of professional architecture and design could be preserved. Since then, the College has eliminated departmental structure with the same goal of integrating the learning environment.

This name change recognizes the integration of the curriculum across the areas of architecture, landscape architecture, interior design, art, and virtual technologies and helps prepare graduates for the complex architecturally-related design professions. The name change reflects the state of the art in the architectural professions. The term “Integrated Architecture and Design” specifically addresses the integrated nature of architectural education that national and international employers now seek.

Any future refinements of the curriculum responding to changes in the professions over time would be proposed for change through the university’s curriculum process as provided in institutional policy. After careful evaluation of the CIP code for Architecture and Related Services (04), the CIP code will remain the same.

In August, 2012, the SBOE approved the MS in Integrated Design as a new program in the 5 year plan. After a careful review, it was determined no substantial changes would be made to the curriculum so a name change was more appropriate.

I fully endorse this proposal.

Sincerely,

Mark Elison Hoversten, FASLA, AICP
Dean