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 by March 8, 2017*. As a rule, if no petition is received within 14 days, 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 catalog changes will be presented in the policy report that begins immediately below:

- **FS-17-028** (UCC-17-006a) - Education Name Change
- **FS-17-029** (UCC-17-006b) - Political Science Teaching minor to American Government/Political Science Teaching minor (name change)
- **FS-17-030** (UCC-17-024) - J-1 b. & J-5 Community College Credits
- **FS-17-031** (UCC-17-030) - J General Requirements
- **FS-17-032** (UCC-17-032) - Law 3+3 Bachelors and Juris Doctor Degrees
- **FS-17-034** (UCC-17-015a) - CALS -- Food Science -- New program Fermentation Science
- **FS-17-035** (UCC-17-023a) - Business -- New minor Business Analytics
- **FS-17-036** (UCC-17-023b) - Business -- New program Marketing Analytics
- **FS-17-037** (UCC-17-022a) - Education to Education, Health and Human Sciences
- **FS-17-038** (UCC-17-022b) - Education -- Movement Science -- Athletic Certificate
- **FS-17-039** (UCC-17-022c) - Education -- Movement Science -- Recreation
- **FS-17-040** (UCC-17-006) - Education -- Curriculum & Instruction -- M.Ed. new emphases
- **FS-17-041** (UCC-17-020a) Natural Resources: Rangeland Ecology and Management to Rangeland Conservation
- **FS-17-042** (UCC-17-034a) CALS: FCS & C&I - Career & Technical Education secondary teacher certification
- **FS-17-043** (UCC-17-034b) Education: C&I Secondary Education – Literacy (teaching minor)

**FSH 1540 C-3.** Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific 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. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents’ action is required.

Questions can be directed to Don Crowley, Faculty Secretary, at 885-6151 or crowley@uidaho.edu or Liz Brandt, Faculty Senate Chair, at ebrandt@uidaho.edu.
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM

Short Form

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

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

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

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>9/2/2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>17 favor / 0 opposed / 1 abstention</td>
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<tr>
<td>College Approval Date:</td>
<td>9/23/2016</td>
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<td>Vote Record:</td>
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<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>13.1319 (Technical Teacher Education)</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Allen Kitchel: C&amp;I Department Chair <a href="mailto:akitchel@uidaho.edu">akitchel@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

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

Change of name from “Occupational Education” to “Workforce Training and Development” to better addresses potential demand for this degree and better represents the direction of future program refinement. This name change requires no additional resources or faculty. The name change will allow the program to continue to train occupational instructors for secondary and postsecondary institutions, and add the ability to recruit other students into the program who are interested in workforce training outside of the traditional educational setting.

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

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

<table>
<thead>
<tr>
<th>Current Name:</th>
<th>CTE: Occupational Education option</th>
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<tr>
<td>New Name:</td>
<td>CTE: Workforce Training and Development option</td>
</tr>
<tr>
<td>Current Degree:</td>
<td></td>
</tr>
<tr>
<td>New Degree:</td>
<td></td>
</tr>
<tr>
<td>Other Details:</td>
<td>Major name stays the same, that being “Career and Technical Education” (CTE), the option name “Occupational Education” is what is being changed to “Workforce Training and Development”.</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>
Program Component Request

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

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

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
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<th>Implementation Date:</th>
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<table>
<thead>
<tr>
<th>Graduate Level:</th>
<th>Undergraduate Level:</th>
<th>Law Level:</th>
<th>Credit Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

Option:

Emphasis:

Minor:

Academic Certificate less than 30 credits:

Teaching Endorsement (Major/Minor):

Learning Outcomes and Assessment Information

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

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

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

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

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

5. When will assessment activities occur and at what frequency?
Financial Impact
This section must be completed if program component request section is completed

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

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

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

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

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

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

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?**

| Yes | No |

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

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

<table>
<thead>
<tr>
<th>Moscow</th>
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</thead>
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<tr>
<td>Coeur d'Alene</td>
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<td>Idaho Falls*</td>
</tr>
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</tr>
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</table>

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

**Note: If Other is selected identify the specific area(s) this program component will be offered.
<table>
<thead>
<tr>
<th><strong>Implementation Effective Date:</strong></th>
<th>Summer 2017</th>
</tr>
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<tbody>
<tr>
<td><strong>Date Received by the Office of the Provost and Executive Vice President:</strong></td>
<td>11/28/16</td>
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<tr>
<td><strong>Date Received by Budget Office, if applicable:</strong></td>
<td></td>
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<tr>
<td><strong>Date Received by Institutional Research and Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Received by UCC Secretary:</strong></td>
<td></td>
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<td><strong>UCC Item Number:</strong></td>
<td></td>
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<td>Vote Record:</td>
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<td><strong>Faculty Senate Item Number:</strong></td>
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<td></td>
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<td>9-23-2016</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td></td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Taylor Raney <a href="mailto:tcraney@uidaho.edu">tcraney@uidaho.edu</a></td>
</tr>
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Rationale and Overview of Program Component Request or Name Change
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Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

Idaho Code (IDAPA 08.02.02.022.02) reads, “American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey.”

Proposed name change aligns the UI teaching minor name to how it is described in Idaho code. These minor curriculum changes were also made for alignment with Idaho code.

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<table>
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<tr>
<th>Current Name:</th>
<th>Political Science Teaching Minor</th>
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</thead>
<tbody>
<tr>
<td>New Name:</td>
<td>American Government/Political Science Teaching Minor</td>
</tr>
<tr>
<td>Current Degree:</td>
<td></td>
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<tr>
<td>New Degree:</td>
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Program Component or Name Change Only – Group B – Updated 7/2016
Page 1 of 4
Program Component Request

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<td>Credit Requirement:</td>
</tr>
<tr>
<td>Are new courses being created:</td>
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- Minor:
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Learning Outcomes and Assessment Information

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4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?  Yes  No

Geographical Area Availability
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<table>
<thead>
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<th><strong>Office of the Registrar Information</strong></th>
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</table>
Dear College UCC Representative,

The following two changes to UI Baccalaureate Degree requirements, highlighted in yellow below, have been proposed to UCC and will be taken up again for discussion at the Dec. 5 meeting.

The committee is requesting that UCC representatives circulate and request feedback from their colleges about the proposed changes, particularly regarding what impact, if any, they might have on degree programs.

To summarize:

J-5-a brings UI into conformity with SBOE language that strikes the limit of credits that can be transferred from 2-year colleges.

J-1-b, which would increase the minimum number of upper-division credits from 36 to 40, is being proposed as a way to assure rigor and depth in the UI undergraduate degree once the 70-credit lower-division transfer credit limit is removed. UI is presently at the low end of peer and nearby universities at its 36 upper-division credit requirement.

J - General Requirements for Baccalaureate Degrees

Candidates for baccalaureate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

J-1. Credit Requirements.

J-1-a. Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b. A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for independent study, bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

and

J-5. Credit Limitations. A candidate may count toward a baccalaureate degree no more than:
J-5-a. Seventy credits earned at junior or community colleges, or one-half of the total credits required for a student's intended baccalaureate degree, whichever is the higher number.

J-5-b. Forty-eight credits in any combination of credits granted for the following types of courses: credit based on test scores (for CLEP, College Board advanced-placement tests, ACT, SAT, COMPASS), credit by examination (challenge), experiential learning, independent study, technical competence, vertically-related course credit, and vocational-technical or military school courses. This 48-credit limitation may be exceeded for good cause with the approval of the Academic Petitions Committee (file petition through dean's office). Note: credits earned through any combination of external study and technical competence cannot exceed a maximum of 32 of the allowable 48 credits.

J-5-c. Twelve credits earned under the pass-fail option (see B-11).
J - General Requirements for Baccalaureate Degrees

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J-3. General Education Curriculum and Learning Outcomes. First-year students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise.

The faculty of the University of Idaho has adopted the following university-wide learning outcomes, which broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide a basis for ongoing assessment to continuously improve teaching and learning.

1. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

A student working toward a baccalaureate degree must complete the necessary course work in the categories described below (J-3-a through J-3-g). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-4d, J-3-4l, J-3-4g categories, students must complete a total of 18 credits. (Transfer students have two options for fulfilling this requirement; these are described under 'General Education Requirements for Transfer Students' in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 109, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Written Communication (3-4, 5-7 cr. depending on placement). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI courses Engl 102 and the completion of one additional course in this category. To fulfill this requirement, students must complete Engl 101 and Engl 102 or attain satisfactory test scores for both courses. The following specific provisions apply to the English composition component:

1. Based on placement, a student may be required to take up to 6 credits to satisfy this requirement. Students are provisionally placed in a required English composition
course based on their SAT Verbal and/or ACT English scores. The University of Idaho offers an additional placement tool, the Write Class-Utah: www.writeclassuidaho.com

2. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

J-3-b. Public Speaking, Oral Communication (2-3 cr)

Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups—one of the following four courses are expected to meet the proficiency for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the six English classes included in the general education requirements are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.

2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Expository Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

J-3-cb. Natural and Applied Science (8 cr, from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab).

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, Biol 102L Biology and Society and Lab (4 cr)*
Biol 114 Organisms & Environments (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Chem 101 Introduction to Chemistry I (4 cr)
Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 cr)
EnVS 101 Introduction to Environmental Science, and EnVS 102 Field Activities in Environmental Sciences (4 cr)*
Geog 100, Geog 100L Physical Geography and Lab (4 cr)*
Geol 101, Geol 101L Physical Geology and Lab (4 cr)*
Geol 102, Geol 102L Historical Geology (4 cr)*
Phys 100, Phys 100L Fundamentals of Physics and Lab (4 cr)*
Phys 103, Phys 104 General Astronomy and Lab (4 cr)*
Phys 111, Phys 111L General Physics I and Lab (4 cr)*
Phys 112, Phys 112L General Physics II and Lab (4 cr)*
Phys 211, Phys 211L Engineering Physics I and Lab (4 cr)*
Phys 212, Phys 212L Engineering Physics II and Lab (4 cr)*
Soil 205, Soil 206 The Soil Ecosystem and Lab (4 cr)*

*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.

J-3-dc. Mathematics, Statistics, or Computer Science (3 cr).

These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 112 Computational Thinking and Problem Solving (3 cr)
Math 123 Mathematics: Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3-dc. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines). The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.
Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

**Approved Humanities Courses:**

- AmSt 301 Studies in American Culture (3 cr) D
- Arch 151 Introduction to the Built Environment (3 cr)
- Art 100 World Art and Culture (3 cr) I
- Art 205 Visual Culture (3 cr)
- Art 213 History and Theory of Modern Design I (3 cr) I
- Art 302 Modern Art and Theory (3 cr) I
- Art 382 History of Photography (3 cr) I
- Art 407 New Media (3 cr)
- Dan 100 Dance in Society (3 cr)
- Eng 175 Introduction to Literary Genres (3 cr)
- Eng 221 History of World Cinema I (3 cr) I
- Eng 222 History of World Cinema II (3 cr) I
- Eng 257 Literature of Western Civilization (3 cr)
- Eng 258 Literature of Western Civilization (3 cr)
- Eng 322 Environmental Literature and Culture (3 cr)
- Eng 341 Survey of British Literature (3 cr)
- Eng 342 Survey of British Literature (3 cr)
- Eng 343 Survey of American Literature (3 cr)
- Eng 344 Survey of American Literature (3 cr)
- Eng 345 Shakespeare (3 cr)
- Eng 375 or RelS 375 The Bible as Literature (3 cr)
- FLEN 210 Introduction to Classical Mythology (3 cr)
- FLEN 313 Modern French Literature in Translation (3 cr) I
- FLEN 324 German Literature in Translation (3 cr) I
- FLEN 331 Japanese Anime (3 cr) I
- FLEN 391 or LAS 391 Hispanic Film (3 cr) I
- FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr) I
- Hist 270 Introduction to Greek and Roman Civilization (3 cr)
- Hist 340 Modern India, 1757-1947 (3 cr)
- Hist 350 European Cultural History, 1600-1800 (3 cr)
- Hist 357 Women in Pre-Modern European History (3 cr)
- Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I
- Hist 378 History of Science I: Antiquity to 1700 (3 cr)
- Hist 379 History of Science II: 1700-Present (3 cr)
- Hist 414 History and Film (3 cr)
- Hist 442 or RelS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
- Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
- Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
- Hist 447 or RelS 447 The Renaissance (3 cr)
- Hist 448 or RelS 448 The Reformation (3 cr)
- Hist 485 Chinese Social and Cultural History (3 cr)
- IS 370 African Community, Culture, and Music (1-3 cr) I
- 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 208 Business Ethics (3 cr)
- Phil 240 Belief and Reality (3 cr)
- Phil 351 Philosophy of Science (3 cr)
- Phil 361 Professional Ethics (3 cr)
- The 101 Introduction to the Theatre (3 cr)
- The 468 Theatre History I (3 cr) I
- The 469 Theatre History II (3 cr) I
- WmSt 201 Introduction to Women's Studies (3 cr) D

**Approved Social Science Courses:**

- Anth 100 Introduction to Anthropology (3 cr)
- Anth 220 Peoples of the World (3 cr) I
- Anth 261 Language and Culture (3 cr) I
- Anth 329 North American Indians (3 cr) D
- Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
- Anth 462 or LAS 462 Human Issues in International Development (3 cr) I
- Comm 233 Interpersonal Communication (3 cr)
- Comm 335 Intercultural Communication (3 cr) I
- Comm 410 Conflict Management (3 cr)
- CSS 235 or For 235 Society and Natural Resources (3 cr)
- Econ 201 Principles of Macroeconomics (3 cr)
- Econ 202 Principles of Microeconomics (3 cr)
- Econ 272 Foundations of Economic Analysis (4 cr)
- EDCI 301 Learning, Development, and Assessment (3 cr)
- FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)
- FLEN 307 The European Union (3 cr) I
- FLEN 308 European Immigration and Integration (3 cr) I
- Geog 165 Human Geography (3 cr) I
- Geog 200 World Regional Geography (3 cr) I
- Geog 365 Political Geography (3 cr) I
- Hist 101 History of Civilization (3 cr) I
- Hist 102 History of Civilization (3 cr) I
- Hist 111 Introduction to U.S. History (3 cr) D
- Hist 112 Introduction to U.S. History (3 cr) D
- Hist 180 Introduction to East Asian History (3 cr)
- Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
- Hist 328 History of the American West (3 cr)
- Hist 329 Idaho and the Pacific Northwest (3 cr)
- Hist 331 The Age of African Empires (3 cr)
- Hist 380 Disease and Culture: History of Western Medicine (3 cr)
- Hist 382 History of Biology: Conflicts and Controversies (3 cr)
- Hist 388 History of Mathematics (3 cr)
- Hist 411 Colonial North America (3 cr)
- Hist 412 Revolutionary North America and Early National Period (3 cr)
- Hist 415 Expanding America (3 cr)
- Hist 416 Rise of Modern America (3 cr)
- Hist 417 America in Crisis (3 cr)
- Hist 418 Contemporary America (3 cr)
- Hist 419 Topics in the American West (3 cr)
- Hist 420 History of Women in American Society (3 cr)
- Hist 424 American Environmental History (3 cr)
- Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
- Hist 430 U.S. Diplomatic History (3 cr)
- Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
- Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
- Hist 439 or LAS 439 Modern Latin America (3 cr)
- Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
- Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
- Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)
- Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
- Hist 455 Modern Europe (3 cr)
- Hist 456 Anti-Semitism and the Holocaust (3 cr)
**Approved American Diversity Courses:**

- AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)
- AIST 401 Contemporary American Indian Issues (3 cr)
- AIST 420 Native American Law (3 cr)
- AIST 422, Anth 422, or ReIS 422 Plateau Indians (3 cr)
- AIST 478 Tribal Nation Economics and Law (3 cr)
- AIST 484 or Engl 484 American Indian Literature (3 cr)
- AmSt 301 Studies in American Culture (3 cr)
- Anth 329 North American Indians (3 cr)
- Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
- Arch 411 or AIST 411 Native American Architecture (3 cr)
- Comm 432 Gender and Communication (3 cr)
- Comm 491 Communication and Aging (3 cr)
- CORS 232 Science on Your Plate: Food Safety, Risks and Technology (3 cr)
- EDCI 302 Teaching Culturally Diverse Learners (4 cr)
- Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
- Hist 111 Introduction to U.S. History (3 cr)
- Hist 112 Introduction to U.S. History (3 cr)
- Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
- Hist 328 History of the American West (3 cr)
- Hist 329 Idaho and the Pacific Northwest (3 cr)
- Hist 411 Colonial North America (3 cr)
- Hist 412 Revolutionary North America and Early National Period (3 cr)
- Hist 414 History and Film (3 cr)
- Hist 415 Expanding America (3 cr)
- Hist 416 Rise of Modern America (3 cr)
- Hist 417 America in Crisis (3 cr)
- Hist 418 Contemporary America (3 cr)
- Hist 419 Topics in the American West (3 cr)
- Hist 420 History of Women in American Society (3 cr)
- Hist 424 American Environmental History (3 cr)
- Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
- Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
- ID 443 Universal Design (3 cr)
- JAMM 340 Cultural Diversity and the Media (3 cr)
- JAMM 445 History of Mass Media (3 cr)
- MusH 410 Studies in Jazz History (3 cr)
- PoIS 101 Introduction to Political Science and American Government (3 cr)
- PoIS 333 American Political Culture (3 cr)
- PoIS 335 American Interest Groups & Social Movements (3 cr)
- PoIS 360 Law and Society (3 cr)
- PoIS 468 Civil Liberties (3 cr)
- Psyc 315 Psychology of Women (3 cr)
- Psyc 419 Adult Development and Aging (3 cr)
- Soc 101 Introduction to Sociology (3 cr)
- Soc 230 Social Problems (3 cr)
- Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
- *One course chosen from the approved International courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

**Approved International Courses:**

- ENG 310 American Literature (3 cr)
- ENG 374 world literature and cultures (3 cr)
- ENG 470 World Literature and Cultures (3 cr)
- Hist 111 Introduction to U.S. History (3 cr)
- Hist 112 Introduction to U.S. History (3 cr)
- Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
- Hist 328 History of the American West (3 cr)
- Hist 329 Idaho and the Pacific Northwest (3 cr)
- Hist 411 Colonial North America (3 cr)
- Hist 412 Revolutionary North America and Early National Period (3 cr)
- Hist 414 History and Film (3 cr)
- Hist 415 Expanding America (3 cr)
- Hist 416 Rise of Modern America (3 cr)
- Hist 417 America in Crisis (3 cr)
-Hist 418 Contemporary America (3 cr)
- Hist 419 Topics in the American West (3 cr)
- Hist 420 History of Women in American Society (3 cr)
- Hist 424 American Environmental History (3 cr)
- Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
- Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
- ID 443 Universal Design (3 cr)
- JAMM 340 Cultural Diversity and the Media (3 cr)
- JAMM 445 History of Mass Media (3 cr)
- MusH 410 Studies in Jazz History (3 cr)
- PoIS 101 Introduction to Political Science and American Government (3 cr)
- PoIS 333 American Political Culture (3 cr)
- PoIS 335 American Interest Groups & Social Movements (3 cr)
- PoIS 360 Law and Society (3 cr)
- PoIS 468 Civil Liberties (3 cr)
- Psyc 315 Psychology of Women (3 cr)
- Psyc 419 Adult Development and Aging (3 cr)
- Soc 101 Introduction to Sociology (3 cr)
- Soc 230 Social Problems (3 cr)
- Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
- *One course chosen from the approved International courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.
Hist 101  History of Civilization (3 cr)
Hist 102  History of Civilization (3 cr)
Hist 180  Introduction to East Asian History (3 cr)
Hist 270  Introduction to Greek and Roman Civilization (3 cr)
Hist 315 or LAS 315  Comparative African-American Cultures (3 cr)
Hist 321  Pirates of the Caribbean and Beyond (3 cr)
Hist 331  The Age of African Empires (3 cr)
Hist 340  Modern India, 1757-1947 (3 cr)
Hist 350  The Age of Enlightenment: European Culture & Ideas, 1680-1800 (3 cr)
Hist 357  Women in Pre-Modern European History (3 cr)
Hist 366  Modern European Cultural and Intellectual History, 1880-1980 (3 cr)
Hist 371  History of England (3 cr)
Hist 372  History of England (3 cr)
Hist 378  History of Science I: Antiquity to 1700 (3 cr)
Hist 379  History of Science II: 1700-Present (3 cr)
Hist 380  Disease and Culture: History of Western Medicine (3 cr)
Hist 382  History of Biology: Conflicts and Controversies (3 cr)
Hist 388  History of Mathematics (3 cr)
Hist 414  History and Film (3 cr, max 6)
Hist 430  U.S. Diplomatic History (3 cr)
Hist 438 or LAS 438  Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439  Modern Latin America (3 cr)
Hist 440 or LAS 440  Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441  Slavery and Freedom in the Americas (3 cr)
Hist 442 or RELS 442  The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443  The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
Hist 447 or RelS 447  The Renaissance (3 cr)
Hist 448 or RelS 448  The Reformation (3 cr)
Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460  Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
ID 281 History of Interiors I (3 cr)
ID 282 History of Interiors II (3 cr)
IS 325 The Contemporary Muslim World (3 cr)
IS 326 Africa Today (3 cr)
IS 350 Sport and International Affairs (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr)
JAMM 490 Global Media (3 cr)
Jpn 101 Elementary Japanese I (4 cr)
Jpn 102 Elementary Japanese II (4 cr)
Jpn 201 Intermediate Japanese I (4 cr)
Jpn 202 Intermediate Japanese II (4 cr)
Jpn 301 Intermediate Japanese I (4 cr)
Jpn 302 Intermediate Japanese II (4 cr)
Jpn 401 Japanese Literature (4 cr, max 9)
Jpn 402 Japanese Literature (4 cr, max 9)
Geog 165 Human Geography (3 cr)
Geog 200 World Regional Geography (3 cr)
Geog 350 Geography of Development (3-4 cr)
Geog 360 Population Dynamics and Distribution (3-4 cr)
Geog 365 Political Geography (3 cr)
Germ 101 Elementary German I (4 cr)
Germ 102 Elementary German II (4 cr)
Germ 201 Intermediate German I (4 cr)
Germ 202 Intermediate German II (4 cr)
Germ 301 Advanced German Grammar (3 cr)
Germ 302 Advanced German Speaking and Writing (3 cr)
Germ 420 Topics in German Culture and Literature - Themes (3 cr, max 6)
Germ 440 German Media through the Internet (3 cr)
Hist 101 History of Civilization (3 cr)
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J-3-16. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways).

It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below.*

Approved Senior Experience Courses:
AgEc 478 Advanced Agribusiness Management (3 cr)
AgEd 471 Senior Capstone in Agricultural Education (1 cr)
AgEd 498 Internship (1.10 cr, max 10)
Anth 410 Research Methods in Anthropology (3 cr)
Arch 453 Architectural Design V (6 cr)
Art 410 Professional Practices (2 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)
AVS 450 Issues in Animal Agriculture (1 cr)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
BAE 491 Senior Seminar (1 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)
ChE 452 Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454 Process Analysis and Design II (3 cr)
Chem 409 Proseminar (1 cr)
CS 481 CS Senior Capstone Design II (3 cr)
CSS 475 Conservation Management and Planning II (4 cr)
ECE 481 EE Senior Design II (3 cr)
ECE 483 Computer Engineering Senior Design II (3 cr)
Econ 490 Economic Theory and Policy (3 cr)
Engl 440 Client-Based Writing (3 cr)
Engl 490 Senior Seminar (3 cr)
EDCI 401 Internship Seminar (1 cr)
EDCI 485 Secondary Internship (15 cr)
Ent 438 or PlSc 438 or Soil 438 Pesticides in the Environment (3 cr)
EnvS 497 Senior Research (3 cr)
FCS 401 Professional Ethics and Practice in CFCS (1 cr)
FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)
FCS 486 Nutrition in the Life Cycle (3 cr)
FCS 497 Internship Preschool (cr arr)
Fish 418 Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
FL 401 MLC International Experience (1 cr)
For 424 Forest Dynamics and Management (4 cr)
For 427 Prescribed Burning Lab (3 cr)
FS 489 Food Product Development (3 cr)
Geog 493 Senior Capstone in Geography (3 cr)
Geo 490 Field Geology II (3 cr)
Hist 401 Seminar (cr arr)
ID 452 Interior Design VI (6 cr)
Intr 401 Career and Leadership Development (2 cr)
IS 495 International Studies Senior Seminar (3 cr)
JAMM 448 Law of Mass Media (3 cr)
LArc 480 The Emerging Landscape (3 cr)
Math 415 Cryptography (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MBBB 401 or Biol 401 Undergraduate Research (1-4 cr, max 8)
MusA 497 or Biol 497 Practicum in Teaching (2 cr)
MusA 499 Half Recital (0 cr)
MusA 499 Recital (0 cr)
MusC 481 Senior Thesis in Music Theory II (1 cr)
MusC 490 Senior Recital (0 cr)
MusH 481 Senior Thesis in Music History II (1 cr)
MusT 432 Practicum: Music Teaching (14 cr)
MVSc 488 Marketing: Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
OrgS 410 Capstone Project in Organizational Sciences (1-6 cr, max 6)
Pep 498 Internship in Exercise Science & Health (cr arr)
Phil 490 Senior Seminar (3 cr)
Phys 407 Communicating Science (1 cr)
PolS 490 Senior Seminar (3 cr)
Psych 415 History and Systems of Psychology (3 cr)
Rec 498 (6) Internship in Recreation, Parks, and Tourism (cr arr)
REM 456 Integrated Rangeland Management (3 cr)
RMat 495 or Bus 495 Product Development and Brand Management (3 cr)
Soc 450 Capstone: Sociology in Action (3 cr)
Soc 461 Capstone: Justice Policy Issues (3 cr)
Soc 462 Senior Practicum (3 cr)
Soc 463  Criminology Abroad (3 cr)
The 483  Senior Capstone Project (2 cr)
VTD 457  Capstone Design Studio I (6 cr)
WLF 492  Wildlife Management (4 cr)
*Within the J-3-df, J-3-ef, J-3-g categories, students must complete a total of 18 credits.
To: Heather Chermak, Registrar, and University Curriculum Committee

From: Jeffrey A. Dodge, Associate Dean, College of Law

RE: 3+3 Program with Bachelors and Juris Doctor Degrees

I’m writing to request the reactivation of the University of Idaho’s 3+3 program between the baccalaureate and Juris Doctor degrees. This long-standing collaboration slid off from the list of active programs and has been in a dormant state ever since. There is increased interest by a number of baccalaureate degree advisors who support undergraduate students beginning their Juris Doctor degree early. Moving the 3+3 program from the dormant list of programs back into an active status will enhance our ability to recruit undergraduate students seeking to enroll in law school and retain them for their law degrees. The College of Law has active 3+3 degree programs with BYU Idaho, College of Idaho, and Boise State University, so the moving of the program back into active status is also about ensuring our own undergraduate students have this opportunity. The College of Law faculty adopted the 3+3 program years ago. The 3+3 program still carries the support of the College of Law faculty and the move to the dormant programs list was done administratively. At a recent faculty meeting, I notified the College of Law faculty that we are pursuing reactivation of the 3+3 program.

About the 3+3 Program
The American Bar Association’s accreditation standards permit law schools to enroll students still in the process of completing their baccalaureate degrees so long as it will be completed by the end of the first year in the Juris Doctor degree. As a result of this standard, many law schools have 3+3 programs that allow undergraduate students, with the permission of their major advisor, to count up to 30 credits of the first year law curriculum toward the completion of the baccalaureate degree. A qualified student would complete three years of the baccalaureate degree and finish the remaining credits through the courses in the first year curriculum of the law degree. The law degree takes three years to complete, thus the 3+3 program title. The combined curriculum takes a year off of student’s schooling.

The conditions that must be met for a 3+3 degree student to receive serious consideration from the College of Law Admissions Committee are: (1) demonstration of outstanding ability by a cumulative grade point average at the most recently entered class median or higher, currently a 3.24 GPA; (2) demonstration of excellent aptitude for law study by a score on the LSAT at the most recently entered class median or higher, currently a 152; and (3) submission of a letter from the undergraduate major department attesting to the fact that the applicant will receive the baccalaureate degree after the successful completion of up to 30 credits of law study.

Result of Reinstatement
Students may be approved for admission to the College of Law after successful completion of 90 semester credits of undergraduate study. University of Idaho students who receive the approval of their undergraduate department major may use up to 30 credits of the first year law degree towards their baccalaureate degree. The College of Law Admissions Office will advise students on the law school admissions requirements. University of Idaho degree programs may decide individually if this opportunity works for their students and advise accordingly.
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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

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

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Agricultural and Life Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Food Science</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>September 28, 2016</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>October 31, 2016</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>01.1002</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Dojin Ryu (<a href="mailto:dryu@uidaho.edu">dryu@uidaho.edu</a>)</td>
</tr>
</tbody>
</table>

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

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

We are requesting a new option, Fermentation Science, under the existing B.S.F.S. Food Science degree program. The School of Food Science has merged the Washington State University’s (WSU) and University of Idaho’s (UI) Food Science programs for a Bachelor of Science degree in Food Science. Fermentation Science is for students interested in yeasts, bacteria and molds, the science behind fermented beverages and foods, and industrial-scale applications of fermentation. The schedule below is only a guideline. Course selection and order taken may deviate according to student’s needs, and in consultation with advisor. Classes are offered on both WSU and UI campuses, so travel is required.

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

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

Current Name: 
New Name: 
Current Degree: 
New Degree: 
Other Details:
Program Component Request

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

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

Create New: x Modify: Discontinue: Implementation Date: Fall 2017
Graduate Level: Undergraduate Level: x Law Level: Credit Requirement: 122
Are new courses being created: No x Yes If yes, how many courses will be created:

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

| Major: Food Science | Degree: BSFS |

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

| Option: Fermentation Science | | |
| Emphasis: | | |
| Minor: | | |
| Academic Certificate less than 30 credits: | | |
| Teaching Endorsement (Major/Minor): | | |

Learning Outcomes and Assessment Information

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

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

**SFS Food Science Curriculum Learning Outcomes**
- Graduates will be able to demonstrate a level of comprehension of Food Science concepts and analyses equivalent to or greater than that required by the Institute of Food Technologists Core Competencies Guidelines
- Graduates will be able to critically evaluate and synthesize a food science issue or problem
- Graduates will be able to apply critical thinking and problem-solving skills to address current challenges in the food industry
- Graduates will be able to communicate effectively in both written and oral format with an audience possessing varying degrees of food science knowledge

**Fermentation Option-Specific Learning Outcomes**
- Graduates will be able to apply principles of microbial fermentation to the processing of fermented food products ranging from bread to wine
- Graduates will be able to assess industrial selection, processing, preservation, and packing of fermented products to determine overall product safety and quality

Because the fermentation science option falls under the Food Science curriculum, students in the Fermentation option will be required to meet both SFS general and Fermentation option learning outcomes.

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
Both direct and indirect assessment data will be collected (see 4. below for specifics). Data will be compiled and analyzed by a designated SFS faculty member. Student performance in direct assessments and student answers in indirect assessments will be compared to benchmarks to determine whether learning outcomes are being met. Benchmarks will be set using baseline data from several years of assessments at the start of the process.

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

Review data collected and develop summary report. Summary report will be shared with faculty during an SFS faculty meeting. Raw assessment data and full analysis will be made available to any interested faculty. During the meeting, the results will be discussed; during and after the meeting, an action plan for going forward and making any necessary changes will be developed. The action plan will be implemented over the next academic year.

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

Direct measures:
- Exams and assignment scores from Food Chemistry, Food Microbiology, and Food Product Development will be used to evaluate level of comprehension of Food Science concepts
- Assignments from Food Safety and Quality, Food Processing, and Food Chemistry will be used to evaluate ability to critically evaluate food science issues
- Assignments from Food Safety and Quality and Food Product Development will be used to evaluate critical thinking
- Assignments from Food Processing and Food Product Development will be used to assess communication skills

All artifacts will be collected every 1-3 years.

Indirect measures:
- Senior exit survey and interview (looks at all learning outcomes, collected every year)

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

Indirect assessments will occur every year. Direct assessments will occur every 1-3 years.

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

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
</tr>
</thead>
</table>
| x                            | Program will use existing faculty and department resources.

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

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

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

1. The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?  Yes  No

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moscow</td>
<td>x</td>
</tr>
<tr>
<td>Coeur d'Alene</td>
<td></td>
</tr>
<tr>
<td>Boise*</td>
<td></td>
</tr>
<tr>
<td>Idaho Falls*</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>Location(s):</td>
</tr>
</tbody>
</table>

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

**Note: If Other is selected identify the specific area(s) this program component will be offered.
Food Science Major-Fermentation Science Option (B.S.F.S.):

This Bachelor of Science degree requires a total of 122-123 semester hours. At least 40 of the total hours required for the degree must be in upper division courses (300-400 level). Required course work includes the university requirements (see regulation J-3 p.55) and:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 250</td>
<td>General Microbiology</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIOL 255</td>
<td>General Microbiology Lab</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 321</td>
<td>Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry I</td>
<td>3 cr</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>Principles of Chemistry II</td>
<td>3 cr</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>Technical Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 113</td>
<td>Intro to Vines and Wines</td>
<td>4 cr</td>
</tr>
<tr>
<td>FS 220</td>
<td>Food Safety &amp; Quality</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 301</td>
<td>Food Mycology</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 302</td>
<td>Food Processing Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 303</td>
<td>Food Processing</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 304</td>
<td>Cereal Chemistry and Processing</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 401</td>
<td>Industrial Fermentations</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 402</td>
<td>Ciders and other Fermentation Foods</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 416</td>
<td>Food Microbiology</td>
<td>3 cr</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>FS 417</td>
<td>Food Microbiology Lab</td>
<td>2 cr</td>
</tr>
<tr>
<td>FS 418</td>
<td>Oral Seminar in Food Science</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 422</td>
<td>Sensory Evaluation of Food &amp; Wine</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 423</td>
<td>Sensory Evaluation of Food &amp; Wine Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 460</td>
<td>Food Chemistry</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 461</td>
<td>Food Chemistry Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 465</td>
<td>Wine Microbiology &amp; Processing</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 466</td>
<td>Wine Microbiology &amp; Processing Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>FS 489</td>
<td>Food Product Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>FS 498</td>
<td>Internship</td>
<td>cr arr</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>STATS 251</td>
<td>Statistical Methods</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**One of the following (3 cr):**
- BIOL 115  Cells and Evolution of Life       3 cr
- BIOL 154  Intro to Microbiology            3 cr

**One of the following (3-4 cr):**
- BIOL 300  Survey of Biochemistry            3 cr
- BIOL 380  Intro to Biochemistry             4 cr

**Two One of the following (4 cr):**
- CHEM 275  Carbon Compound                   3 cr
- CHEM 276  Carbon Compounds Lab              1 cr
- CHEM 277  Organic Chem I                    3 cr
- CHEM 278  Organic Chem I Lab                1 cr

**One of the following (4 cr):**
- MATH 160  Survey of Calculus                4 cr
- MATH 170  Analytical Geometry & Calculus I   4 cr

**One of the following (3 cr):**
- PHIL 103  Ethics                            3 cr
- PHIL 351  Philosophy of Science             3 cr

**Courses to total 122 credits for this degree**
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM

Short Form

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

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

Submission Information
This section must be completed

| College: | College of Business and Economics |
| Department/Unit: | Department of Business |
| Dept/Unit Approval Date: | 10/14/2016 | Vote Record: | Passed unanimously 18 for |
| College Approval Date: | 11/14/2016 | Vote Record: | Passed unanimously 20 for |
| CIP code (Consult Institutional Research): | 52.1402 |
| Primary Point of Contact (Name and Email): | Scott Metlen metlen@uidaho.edu |

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

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

Practitioners of business analytics, in the age of big data, propose ways to improve an organization’s effectiveness. They advise managers on how to make organizations more profitable through reduced costs and increased revenues. According to U.S. Bureau of Labor Statistics (BLS) data, employment of management analysts – including business analysts – is expected to grow 14% from 2014 to 2024. This growth is much faster than the average for all occupations. BLS reports for May 2015 showed that the median annual income for all management analysts, including business analysts, was $81,320. There will be no added work load, as all classes are already taught. Admissions requirements will remain the same as will degree requirements, this proposal is for a minor in Business Analytics. We are not proposing a major in Business Analytics, as analytics are always done in some context such as finance, management, operations management, and so on.

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

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

Current Name: |
New Name: |
### Current Degree:

### New Degree:

### Other Details:

### Effective Date:

---

### Program Component Request

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

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

<table>
<thead>
<tr>
<th>Create New:</th>
<th>x</th>
<th>Modify:</th>
<th>Discontinue:</th>
<th>Implementation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Level:</td>
<td>x</td>
<td>Undergraduate Level:</td>
<td>Law Level:</td>
<td>Credit Requirement:</td>
</tr>
</tbody>
</table>

If new courses are being created:

- If yes, how many courses will be created:

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

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

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

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

---

### Learning Outcomes and Assessment Information

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

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

   **Minor in Business Analytics**
   
   Students will be able to explain a variety of analytic techniques (tools/methods) germane to organizational science.
   
   Students will understand how various analytic techniques are applied to:
   
   - Portfolio analysis
   - Process analysis
   - Market analysis
   - Production analysis
   - Decision analysis
   - Human Resource analysis

   Students will be able to interpret and use information generated from analytic techniques, and to effectively communicate (written, orally) analytic results to support organizational decisions. Measures of communication effectiveness will be based on course-specific grading rubrics.
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Business Analytics Minor advisor and faculty who teach classes in the minor will meet on an annual basis to refine and update student learning outcomes as they pertain to the Business Analytics Minor. Note that this is an activity that already takes place among the faculty for all programs in the CBE.
- The Business Analytics Minor advisor, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year’s assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- The faculty involved in teaching the Business Analytics Minor will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the minor. The Business Analytics Minor advisor will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Business Analytics Minor advisor will conduct personal interviews with a sample of students enrolled in the emphasis.
- Business Analytics Minor advisor and involved faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis’ intended learning outcomes and plan program improvement measures.

The Business Analytics Minor advisor and involved faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

**Direct:** Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

**Indirect:** the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student’s performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

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

**Assessment activities will take place on a regular basis.**

- **Course assessment** will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.
- **Program assessment** of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.
<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>Cost of startup and operations is zero, benefits may top $250,000 if the program attracted over 50 new students.</td>
<td></td>
</tr>
</tbody>
</table>

**Distance Education Availability**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Can 50% or more of the curricular requirements of this program component be completed via distance education?</th>
<th>Yes*</th>
<th>No</th>
<th>xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Geographical Area Availability**

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

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

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

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

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

**Office of the Registrar Information**

Implementation Effective Date:
Business Analytics Minor

This minor is only open to students pursuing College of Business and Economics degrees.

**Required Courses**
MIS 455 Data Management of Big Data (3 cr.)  
Bus 439 Systems and Simulation (4 cr.)  
Math 330 Linear Algebra (3 cr.)  
Stat 431 Statistical Analysis (3 cr.)

**Electives (choose two)**
Acct 420/520 Accounting Analytics (3 cr.)  
Bus 453 Database Design (3 cr.)  
Bus 421 Market Research (3 cr.)  
MKTG 431 Marketing Analytics (3 cr.)  
Bus 456 Quality Management (same as Stat 456) (3 cr.)  
CS 336 Introduction to Information Assurance (3 cr.)  
Econ 453 Econometrics (same as Stat 433) (3 cr.)  
Geog 385 GIS Primer (3 cr.)  
Math 438 Mathematical Modeling (3 cr.)  
Stat 404 Special Topics (3 cr.)  
Stat 422 Sample Survey Methods (3 cr.)  
Stat 426 SAS Programming (likely to become Introduction to SAS and R) (3 cr.)  
BUS 463 Portfolio Management (3 cr.)

Courses to total 19 credits for this minor
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM

Short Form

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

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

Submission Information
This section must be completed

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<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Steven R. Shook <a href="mailto:shook@uidaho.edu">shook@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

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

Overview and Rationale

Similar to the term management, the term analytics embraces a wide swath of applied academic disciplines. One such discipline is marketing analytics, which is generally defined as the practice of measuring and analyzing data with the goal of determining the performance of marketing efforts (e.g., return on investment of promotional campaign, effectiveness of channel service offerings, efficiency of segmented pricing strategy). The discovery of patterns of data generated from marketing analytics allows for a comprehensive marketing perspective that is then used to (1) develop more effective strategies and tactics and (2) reallocate resources to meet organizational goals. This request is for the approval of a Marketing Analytics Emphasis curriculum within the Marketing degree, which has been designed to align with anticipated employment needs of Idaho.

According to the Idaho Department of Labor, the career identified as Marketing Research Analyst and Marketing Specialist is ranked 9th in their list of “Hot Jobs” for the time period of 2012-2022; it is one of two business-related disciplines enumerated in their top twenty list (the other being “Sales Representatives-Wholesale and Manufacturing,” ranked 14th). Idaho has defined Hot Jobs as those that, on average, rank highest in three major criteria: abundance of jobs in the Idaho economy, jobs that are growing the fastest within Idaho, and jobs with the highest pay. Note that the Idaho Department of Labor was tasked to carry out a comprehensive employment analysis in order to assist the governor and the State Board of Education in their development of policy and strategy to successfully fill high demand career sectors. Their analysis yielded the Hot Jobs list. The proposed emphasis area will provide appropriate training for individuals that wish to pursue the Marketing Research Analyst career.

Significant demand for individuals trained in marketing analytics is also evident in the national employment market. For instance, Forbes magazine reported that “As of our analysis date (July 2013), there were 23,118 job postings that included one or more of the requirements: marketing analytics, advanced analytics, marketing mix modeling, media mix modeling or digital attribution. The growth rate in marketing-related analytics hires is what’s eye-popping – up 67% over the past year, and 136% over the past...
three years. Over the past year, the number of jobs with “big data” as a requirement increased 63%, so the marketing side even beats that.” This trend has continued; examination of employment posts on the American Marketing Association’s career board in September 2016 reveal that one in four job postings include marketing analytics-related expertise/skill as either a required or desired qualification.

Note that in February 2015, Provost Aiken approved a request by the College of Business and Economics to hire a tenure-track marketing position focused on “quantitative methods associated with marketing phenomenon” due to identified employment demands within Idaho. This position was filled, resulting in an expansion of the marketing program’s capacity to offer this proposed emphasis.

No change in workload is expected to occur due to course offerings. One new course, Mktg 431, has been developed as a requirement for this emphasis, but the delivery of another marketing course has been adjusted to accommodate this new course. In other words, no additional sections are to be taught that would impact overall teaching capacity. Workload is expected to increase with respect to class sizes since the new emphasis is expected increase enrollment in the marketing degree program. Capacity exists, however, to increase enrollments in the core marketing courses.

Admissions requirements for the proposed emphasis are the same as those for all students admitted into the College of Business and Economics.

Information Sources:
https://www.labor.idaho.gov/wia1/meetings/011316/Tran3_Combined.pdf
https://labor.idaho.gov/publications/edu/Minutes_8-13-12.docx
https://www.ama.org/

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

<table>
<thead>
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<td>New Degree:</td>
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<td>Other Details:</td>
<td>Effective Date:</td>
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Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement
Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

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<td>X If yes, how many courses will be created:</td>
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If the request is for an option or emphasis enter the associated major and degree:
Enter the name of the program component in the appropriate row:

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<td>Teaching Endorsement (Major/Minor):</td>
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### Learning Outcomes and Assessment Information
This section must be completed if program component request section is completed

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

   Students will be able to explain a variety of analytic techniques (tools/methods) germane to marketing management.
   Students will understand how various analytic techniques are applied to:
   - Marketing mix (i.e., product, pricing, channels, promotion/IMC)
   - Segmentation, target marketing, positioning strategy
   - Market forecasting
   - New product design and brand management
   - Sales force allocation

   Students will be able to interpret and use information generated from analytic techniques, and to effectively communicate (written, orally) analytic results to information consumers (e.g., marketing director, product line manager, brand manager, price analyst). Measures of communication effectiveness will be based on course-specific grading rubrics.

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

   The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:
   - Led by the Marketing Area Coordinator, marketing faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the Marketing Analytics Emphasis. Note that this is an activity that already takes place among the marketing faculty for the Marketing-General Emphasis, Marketing-Entrepreneurship Emphasis, and Marketing-PGA Option.
   - Marketing faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year’s assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
   - Marketing faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
   - Data will be collected from current year courses within the emphasis. Marketing Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. Marketing Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
   - Marketing faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis’ intended learning outcomes and plan program improvement measures.
   - Marketing faculty will implement a program of improvement measures.
3. How will you ensure that the assessment findings will be used to improve the program?

The College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB requires continual measurement and assessment of program quality. The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality.

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

Direct assessment of student learning will be measured using scores/grades on individual assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

In addition, direct assessment of student learning of marketing analytics will be measured more holistically in the marketing capstone course. In this course, student teams are involved in an applied project that integrates concepts and skills developed across the business and marketing curricula. A significant component of each project requires the use of marketing analytic skills/tools and interpretation of results developed from the tools. Not only does the applied project capture student learning, it captures retention and integration of concepts across the marketing curriculum. Performance on the marketing analytics component of the project is measured separately, such as:

- What analytic tools were employed in the project and why were these specific tools employed?
- Were analytic tools correctly used?
- Were correct interpretations made with regard to information generated from analytic tools?
- Were results from information generated from analytic tools appropriately applied to strategy and tactics developed for the project?

Student projects are typically assessed using one of three methods or a combination of these three. A grading rubric developed by the course instructor is the most common tool used to assess student projects. The rubric lists the specific components of the project that are being assessed and the expectations of acceptable/unacceptable levels of performance for each component.

If the course project involves a client organization (e.g., business, nonprofit, unit at the university), then a holistic multi-item rating scale is occasionally implemented by the instructor. Here, an individual from the organization assesses the project based on defined expectations - expectations set at the beginning of the project between the team members and the client organization. Typically, the holistic multi-item rating scales is used in conjunction with the instructors grading rubric to assess student learning.

Student peer review of fellow team members’ performance is the third method of assessment of course projects. Student assessment utilizes scaled questions (some faculty use as many as 30 questions) that are focused on peer contribution to meeting very specific project objectives. If an instructor uses student peer reviews to assess student learning, then they typically use a grading rubric as well.

Indirect assessment of student learning will be employed by surveying graduates in the program. Currently, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

The last indirect measure of student learning will be an annual assessment of grades students received in each course required to complete the marketing analytics emphasis (i.e., those courses listed in the “Curriculum” section of this form). This will allow for identification of potential issues that may be associated with a specific course; for example, if 95 percent of students in a course are earning A’s or B’s, then this may suggest that course rigor is lacking, instructor expectations are set too low, potential grade inflation, or some other issue.

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

Assessment activities will take place on a regular basis.

- **Course assessment** will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.

- **Program assessment** of the emphasis will take place on an annual basis. The marketing area currently assesses all SLOs on an annual basis for its one option and two emphases. Since some courses are required for the option and all emphases, included the proposed marketing analytics emphasis, it is important to understand how these courses and structured and delivered to successfully achieve all option/emphases SLOs.
Financial Impact
This section must be completed if program component request section is completed

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
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<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>No additional financial resources are anticipated to deliver this new emphasis. In particular, workload is not expected to increase despite the creation of a new course (Mktg 431) that will be an emphasis requirement. Mktg 431 was offered as a Bus 404 during the 2015-2016 academic year. To accommodate this new course, the number of sections of Bus 321 (marketing’s principles course) was reduced from five to four per academic year – thus freeing up a section. This change had no effect on the ability of the marketing area to successfully deliver Bus 321. Mktg 431 is expected to be taught one semester per academic year (most likely during the spring semester).</td>
<td></td>
</tr>
<tr>
<td>In addition, the delivery of this emphasis is expected to have a positive financial impact through increased student enrollment.</td>
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Distance Education Availability
This section must be completed if program component request section is completed

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

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

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

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? Yes No

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

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

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

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

**Note: If Other is selected identify the specific area(s) this program component will be offered.
Bus 324 Consumer Behavior (3 cr)
Bus 421 Marketing Research and Analysis (3 cr)
Bus 428 Marketing Management (3 cr)

**Marketing Analytics Emphasis**

Mktg 431 Marketing Analytics (3 cr)
Stat 422 Sample Survey Methods (3 cr)
Stat 431 Statistical Analysis (3 cr)

Three credits from the following courses:
Anth 416 Qualitative Social Science Methods (3 cr)
Math 330 Linear Algebra (3 cr)
MIS 455 Data Management for Big Data (3 cr)
Psych 430 Tests and Measurements (3 cr)
Stat 426 SAS Programming (3 cr)
Stat 507 Experimental Design (3 cr)
Stat 514 Nonparametric Statistics (3 cr)
Stat 516 Applied Regression Modeling (3 cr)

**Tier 1 Marketing Electives**

Three credits from the following courses:
Bus 420 Promotional Strategy (3 cr)
Bus 422 Personal Selling and Sales Force Management (3 cr)
Bus 424 Pricing Strategy and Tactics (3 cr)
Bus 425 Retail Distribution Management (3 cr)
Bus 426 Marketing Channels Management (3 cr)
Bus 427 Services Marketing (3 cr)
Bus 495 Product Development and Brand Management (3 cr)
AgEc 333 Introduction to Sales (3 cr)
Econ 352 Intermediate Microeconomic Analysis (3 cr)

**Courses to total 120 credits for this degree**
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Ali Carr-Chellman, Dean; <a href="mailto:alicarrchellman@uidaho.edu">alicarrchellman@uidaho.edu</a></td>
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</table>

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

The College of Education at the University of Idaho has consisted of departments that align strongly with teacher preparation primarily as well as education administration and adult education; however, the college also consists of a strong student body, and program and research focus on health outcomes. In addition, the aspect of human within the new name further pulls the departments and centers (i.e., Center on Disabilities and Human Development and TRIO-INSPIRE) within the college together. While the term education has a long history for the college name, there are significant opportunities to better capture the breadth of the portfolio of scholarship and teaching that is happening across the college. Within the Department of Movement Sciences, our program areas have health as a primary outcome of our teaching, research and outreach. Examples include: 1) the Athletic Training Program is the only academic program on campus that runs a health-patient care clinic and conducts health care research, 2) the Exercise Science and Health Program mostly prepares students for a diversity of health professions [e.g., physical therapy, nursing, fitness-personal training, health promotion – public health, athletic training, cardiac rehab, physical education – school health, etc.], 3) the Recreation Program has a focus on the health, wellness and lifelong learning benefits of leisure, travel, sports and recreation, and 4) the Dance Program focuses on the art and science of dance for performance and healthy active living. Within the Leadership and Counseling department, there is also interest in nonformal and informal learning which may better align with the "Human Sciences" portion of the proposed name. The summary term of sciences, identifies each of our themes (i.e., education, health and human) as science based and focused. The college name change further enhances the University of Idaho's marketing of our programs, work and efforts to the state and beyond.

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

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

| Current Name: | College of Education, COEd |
| New Name: | College of Education, Health and Human Sciences; CEHHS |
| Current Degree: | |
| New Degree: | |
**Program Component Request**

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

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

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<th>Major:</th>
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Enter the name of the program component in the appropriate row:

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<tr>
<td>Academic Certificate less than 30 credits:</td>
<td>Teaching Endorsement (Major/Minor):</td>
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**Learning Outcomes and Assessment Information**

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

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

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

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

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

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

<table>
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<tr>
<th>Greater than $250,000 per FY:</th>
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<tr>
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Distance Education Availability
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Can 50% or more of the curricular requirements of this program component be completed via distance education? | Yes* | No
---|---|---
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? | Yes | No

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

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

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

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

### Office of the Registrar Information

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<td>Date Received by Institutional Research and Assessment:</td>
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<tr>
<td>Date Received by UCC Secretary:</td>
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Program Component or Name Change Only – Group B -- Updated 7/2016
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Philip W. Scruggs <a href="mailto:pwscruggs@uidaho.edu">pwscruggs@uidaho.edu</a></td>
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Rationale and Overview of Program Component Request or Name Change
This section must be completed

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

The purpose of the new Athletic Leadership Certificate is to provide a transcripted recognition of a curriculum/education that is focused on preparing and building leadership qualities of individuals who participate in athletic, recreation, performing art, etc. settings either as a participant or coach/admin, etc. Key aspects such as motivation, ethics, leadership, communication, servitude, etc. are not left to chance as far as development in this population of students but intentionally focused on with learning experiences to enrich their current and future leadership roles and responsibilities. The curriculum for the certificate uses a holistic approach to construct an overall athletic talent development environment where student athletic experiences and academic learning experiences are integrated.

The curriculum (i.e., at least 12 credits of identified coursework) for the Athletic Leadership Certificate does not include developing new courses and does not require additional resources. The course options in the Athletic Leadership Certificate are currently offered courses within the Department of Movement Sciences and courses within the College of Letters, Arts and Social Sciences. In addition, Movement Sciences instructs in both the ISEM 101 and 301 general education components and offers sections related directly to the Athletic Leadership Certificate.

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

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

<table>
<thead>
<tr>
<th>Current Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Name:</td>
<td></td>
</tr>
</tbody>
</table>
Program Component Request

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

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

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

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

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

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

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

Learning Outcomes and Assessment Information

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

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

   Students who complete the Athletic Leadership Certificate will: 1) demonstrate an understanding, appreciation and validation of bodily and mind-body knowing, and how the integration of the two impact a holistic knowing [Clarify Purpose and Perspective, Communicate]; 2) will demonstrate a knowledge of and appreciation for the leadership qualities of decision-making, self-control, ethics, servitude, communication, sacrifice, loyalty, determination, motivation and vision [Learn and Integrate]; 3) be able to make connections between athletic experiences and academic experiences [Think and Create, Communicate]; and 4) be able to practice (i.e., apply) identified leadership qualities within their specific realms of performance (e.g., athletic, recreation, art, etc.) [Practice Citizenship, Communicate].

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

   An annual certificate instructor meeting (i.e., faculty led process) will be held in order to share, synthesize and evaluate learning outcome and student survey data. The annual assessment process will consist of collecting learning outcome data on learning outcomes #2 and #4 for the first year of certificate implementation, and learning outcomes #1 and #3 will be assessed in the following year. This assessment cycle will be repeated. Assessments will consist of signature assignments/products in courses within the certificate curriculum and be developed by the faculty of the respective courses.

3. How will you ensure that the assessment findings will be used to improve the program?
On an annual basis instructors who deliver the coursework and learning outcomes within the certificate will meet to share and synthesize learning outcome and indirect survey data for students enrolled in the certificate. Instructors will examine congruency between learning outcomes, signature assessments/assignments, learner feedback, and certificate vision. Curricular refinements and extensions will be identified for implementation.

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

Athletic Leadership Certificate learning outcomes will be measured using, /projects, journaling-writing/reflection/papers, case studies, and quizzes/exams. Student work will be evaluated using instructor identified criteria aligned with levels of proficiency, which will align with university grading categories. An annual Athletic Leadership Certificate Qualitirs survey be used to gather indirect learning outcome experience data from learners enrolled in the certificate.

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

Assessment activities will occur in each of the Athletic Leadership Certificate courses and a final capstone course will require learners to complete structured themed papers that align with each of the key leadership qualities and their performance experiences. Curriculum assessment will occur annually during the certificate faculty meeting using direct and indirect measures.

Learning outcomes and assessments by course:

Academic Core consists of taking 7-9 credits out of 16 possible

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTR 210:</td>
<td>Life Skills</td>
<td>2 cr</td>
<td>quizzes and reflection papers, SLOs #2</td>
</tr>
<tr>
<td>INTR 401:</td>
<td>Career and</td>
<td>2 cr</td>
<td>journaling/reflection, SLOs #2, #3</td>
</tr>
<tr>
<td>ISEM 101:</td>
<td>Integrated</td>
<td>3 cr</td>
<td>journaling/reflection, SLO #3</td>
</tr>
<tr>
<td>ISEM 301:</td>
<td>Great Issue</td>
<td>1 cr</td>
<td>journaling/reflection, SLO #3</td>
</tr>
<tr>
<td>IS 350:</td>
<td>Sport and</td>
<td>3 cr</td>
<td>assignments and exams, SLO #2</td>
</tr>
<tr>
<td></td>
<td>International Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEP 301:</td>
<td>Mental Training</td>
<td>2 cr</td>
<td>project, SLOs #1, #2, #4</td>
</tr>
<tr>
<td>PEP 305:</td>
<td>Applied Sports Psychology</td>
<td>3 Cr</td>
<td>case studies/projects, SLOs #1, #2, #4</td>
</tr>
</tbody>
</table>

Athletic, Recreation, Performing Art, Fitness Component consists of 1-3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>DAN 105;</td>
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</tr>
<tr>
<td>PEB 106, 107</td>
<td></td>
</tr>
<tr>
<td>PEP 132, 133</td>
<td>and/or 134;</td>
</tr>
<tr>
<td>REC 108, 222</td>
<td>224, 225,</td>
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<tr>
<td>and/or 227;</td>
<td>journaling/reflection,</td>
</tr>
<tr>
<td>SLO #4</td>
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</tbody>
</table>

Capstone consists of 2 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 475:</td>
<td>Moral Reasoning in Sport</td>
<td>2 cr</td>
<td>quizzes/exams, SLOs #1, #2; journal writing/reflection, SLOs #1, #2, #3, #4</td>
</tr>
</tbody>
</table>

**Financial Impact**

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

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>Students wanting to pursue an academic certificate at the University of Idaho must be degree seeking students. Academic certificates provide students with an opportunity to further specialize in and/or gain an enriched experience in furthering one’s development of expertise. There isn’t a direct financial benefit to offering an academic certificate; however, the proposed academic certificate has the potential to impact student retention and identity. In addition, there is the potential for minimal online and/or summer revenue for the respective departments offering coursework in the certificate.</td>
<td></td>
</tr>
</tbody>
</table>
Distance Education Availability
This section must be completed if program component request section is completed

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

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

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

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?  Yes  No

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

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

<table>
<thead>
<tr>
<th>Moscow</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coeur d'Alene</td>
<td></td>
</tr>
<tr>
<td>Boise*</td>
<td></td>
</tr>
<tr>
<td>Idaho Falls*</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>Location(s):</td>
</tr>
</tbody>
</table>

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

**Note: If Other is selected identify the specific area(s) this program component will be offered.
<table>
<thead>
<tr>
<th><strong>Office of the Registrar Information</strong></th>
</tr>
</thead>
</table>

| **Implementation Effective Date:** |  |
| **Date Received by the Office of the Provost and Executive Vice President:** |  |
| **Date Received by Budget Office, if applicable:** |  |
| **Date Received by Institutional Research and Assessment:** |  |
| **Date Received by UCC Secretary:** | 01/19/2017 |
| **UCC Item Number:** | UCC-17-022b |
| **UCC Approval Date:** |  |
| **Vote Record:** |  |
| **Faculty Senate Item Number:** |  |
| **Faculty Senate Approval Date:** |  |
| **Vote Record:** |  |
| **General Policy Report Number or Faculty Meeting Date:** |  |
| **Office of the President Approval Date:** |  |
| **State Board of Education Approval/Acknowledgement Date:** |  |
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Movement Sciences</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>April 28, 2016</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>CCC 9-16-2016 TECC 9-22-2016 College 9-23-2016</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>31.0301</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Philip W. Scruggs, <a href="mailto:pwscruggs@uidaho.edu">pwscruggs@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Level:</td>
<td>Undergraduate Level:</td>
<td>Law Level:</td>
</tr>
<tr>
<td>Credit Requirement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasis:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Certificate less than 30 credits:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Endorsement (Major/Minor):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overview of Program Component:

*Provide a brief narrative description*

<table>
<thead>
<tr>
<th>Program Component Curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Required courses</em></td>
</tr>
</tbody>
</table>

#### Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

<table>
<thead>
<tr>
<th>Current Name:</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Name:</td>
<td>Recreation, Sport, and Tourism Management</td>
</tr>
<tr>
<td>Current Degree:</td>
<td>Recreation, B.S. Rec.</td>
</tr>
<tr>
<td>New Degree:</td>
<td></td>
</tr>
<tr>
<td>Other Details:</td>
<td></td>
</tr>
</tbody>
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#### Financial Impact

This section must be completed

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>As this request for name and degree changes requires no further resources, the financial impact is estimated to be none to minimal.</td>
<td></td>
</tr>
</tbody>
</table>

#### Rationale and Assessment Information

This section must be completed
The proposal to change the degree to Recreation, Sport, and Tourism Management will better reflect the content that is currently covered across the curriculum. It is also expected that the proposed name change will help prospective students identify a degree that will suit their abilities, interests, and goals, and also help them recognize connections between the degree and career opportunities in recreation, sport, and tourism. It may also help current students market the knowledge, training and skills they have attained with the degree to potential employers. The degree program content and practica cover recreation, sport, and tourism management, thus the degree title change will better reflect the curriculum and professional preparation.

Distance Education Availability

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

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3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? Yes  No

Geographical Area Availability

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

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

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

**Note: If Other is selected identify the specific area(s) this program component will be offered.
<table>
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<tr>
<th><strong>Implementation Effective Date:</strong></th>
<th>Summer 2017</th>
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<tbody>
<tr>
<td><strong>Date Received by the Office of the Provost and Executive Vice President:</strong></td>
<td>11/29/16</td>
</tr>
<tr>
<td><strong>Date Received by UCC Secretary:</strong></td>
<td>1/6/2017</td>
</tr>
<tr>
<td><strong>UCC Item Number:</strong></td>
<td>UCC-17-022c</td>
</tr>
<tr>
<td><strong>UCC Approval Date:</strong></td>
<td>Vote Record:</td>
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<tr>
<td><strong>Faculty Senate Item Number:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Senate Approval Date:</strong></td>
<td>Vote Record:</td>
</tr>
<tr>
<td><strong>General Policy Report Number or Faculty Meeting Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Office of the President Approval Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State Board of Education Approval/Acknowledgement Date:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Memo

To: Dean Carr-Chellman, Associate Dean Jim Gregson, and COEd Faculty
       Julie Son, Program Coordinator, Recreation, Department of Movement
From: Julie Son, Program Coordinator, Recreation, Department of Movement
cc: Bamboo Chen, Bruce Saxman, Sharon Stoll
Date: August 9, 2016
Re: Name Change for Recreation Degree and Program

The Recreation faculty have completed the curriculum short form (non-substantive minor minor request form) to change the title of the degree and program from Recreation to Recreation, Sport, and Tourism Management.

This change will better reflect the content that is currently covered across the curriculum, including practica, in which faculty already have expertise and have been teaching.

Our focus as a faculty is on healthy active lifestyles, lifespan development, and motor skill development within recreation, sport, and tourism endeavors and organizations. We have a service- and health-oriented philosophy to training managers and leaders in the areas of recreation, outdoor recreation, sport, and tourism.

It is expected that the proposed name change will help students: 1) identify a degree that will suit their abilities, interests, and goals; 2) recognize connections between the degree and career opportunities in recreation, sport, and tourism; and 3) better market their knowledge and skills to prospective employers.

The degree program content and practica cover recreation, sport, and tourism management, thus the degree title change will better reflect the curriculum and professional preparation.

We are requesting a waiving of the wait time for a faculty vote, as we believe it will help ensure that this curriculum proposal moves through the curriculum process in a timely manner.
**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC). Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

---

**Submission Information**

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>9-2-2016</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>CCC 9-16-2016 TECC 9-22-2016 College 9-23-2016</td>
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**Curricula Information**

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

<table>
<thead>
<tr>
<th>Degree:</th>
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<tbody>
<tr>
<td>Major:</td>
<td>Curriculum and Instruction</td>
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<tr>
<td>Minor:</td>
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<tr>
<td>Academic Certificate:</td>
<td></td>
</tr>
<tr>
<td>Teaching Major/Minor:</td>
<td></td>
</tr>
</tbody>
</table>

---

**Curriculum and Instruction (M.Ed.)**

**Master of Education. Major in Curriculum and Instruction.**

The Master of Education degree is designed to (a) serve the professional educator through advanced study, and also to (b) serve those wishing to enter the teaching profession and who have an undergraduate degree in a teaching content area. Programs of study are individually tailored based on student goals. General M.Ed. requirements apply.

- **Master of Education, Curriculum & Instruction**

  Students completing a master’s degree in Curriculum & Instruction must satisfy a minimum of 30 credit hours. Programs of study are customized for each student, and usually include the following EDCI core courses (15 credit hours), and must include the required variable credit Non-Thesis Master’s Research project:

  | EDCI 570 Intro to Research in C&I | 3 cr |
• **Teacher Certification Emphasis (M.Ed. C&I)**

An emphasis leading to secondary teacher certification is available following demonstration of mastery of a secondary school content area and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 300</td>
<td>Educating for Exceptionalities</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 511</td>
<td>Planning and Administering the Curriculum</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 513</td>
<td>History of Educational Thought</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 524</td>
<td>Models of Teaching</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 563</td>
<td>Literacy Methods for Content Learning</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 570</td>
<td>Introduction to Research in Curriculum and Instruction</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 572</td>
<td>Measurement and Evaluation</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Content-Specific Methods Course** 3 cr

**Content-Specific Methods Practicum** 1 cr

EDCI 598  Internship

12 cr

EDCI 401  Seminar

1 cr

*Note: There are additional requirements for obtaining a CTE teaching credential at the secondary level in the state of Idaho. See a CTE advisor for details.*

• **Career and Technical Education emphasis**

An emphasis in Career and Technical Education is available by completing the following requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 430</td>
<td>Leadership and Student Organizations</td>
<td>2 cr</td>
</tr>
<tr>
<td>CTE 431</td>
<td>Supervising CTE Career and Technical Student Organizations</td>
<td>1-3 cr - Max 3 cr</td>
</tr>
<tr>
<td>CTE 464</td>
<td>Career Guidance and Transitioning to Work</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 551</td>
<td>Principles and Philosophy of Career and Technical Education</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**One of the following (3cr)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 447</td>
<td>Diverse Populations and Individual Differences</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
AOLL 573 Adult Learners: Foundations and Characteristics 3 cr
AOLL 574 Adult and Transformational Learning 3 cr
AOLL 575 Strategies for Facilitating Adult Learning 3 cr

Note: There are additional requirements for obtaining a CTE teaching credential at the secondary and post-secondary levels in the state of Idaho. See a CTE advisor for details.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

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

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

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

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education? Yes X No

*Note: Programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Moscow X
Coeur d'Alene X
Boise*
Idaho Falls*
Other**, Location(s):

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

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

Rationale and Assessment Information

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:
This change is for catalog descriptive language only and does not require the addition of any new courses or degrees. The purpose is to better explain the M.Ed. degree and its options within the catalog. The primary purpose being to articulate a strand of courses within the current M.Ed. program that can lead to qualification for an Idaho standard secondary teacher certificate. Ultimately, this change will support our efforts to better promote the M.Ed. degree while at the same time graduating more people qualified to teach within the public schools in Idaho.

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

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

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

---

**Submission Information**

**This section must be completed**

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction</td>
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<tr>
<td>Dept/Unit Approval Date:</td>
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<tr>
<td>College Approval Date:</td>
<td>CCC: 11/30/16</td>
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<td></td>
<td>TECC: 12/1/16</td>
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<td></td>
<td>CoE: 12/9/16</td>
</tr>
<tr>
<td>Vote Record:</td>
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<td></td>
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<td></td>
<td>Aye: 11  Nay: 0  Abstain: 0</td>
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<td>Aye: 45  Nay: 0  Abstain: 0</td>
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<tr>
<td>CIP code (Consult Institutional Research):</td>
<td></td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Taylor Raney</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tcraney@uidaho.edu">tcraney@uidaho.edu</a></td>
</tr>
</tbody>
</table>

---

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

**This section must be completed**

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

The goal of the proposed program is to prepare excellent K-12 educators for the classroom through a graduate-level experience. The proposed program has been designed to meet the Idaho Professional Standards Commission's standards for initial preparation of professional school personnel and fulfill goals for The University of Idaho and Idaho State Board of Education.

This program will be related to the current undergraduate program housed in the Curriculum and Instruction Department leading to initial Idaho state certification in secondary teaching. It is designed to provide an opportunity for an individual with a current baccalaureate degree in another discipline to add certification to teach in an Idaho secondary (middle, junior high, or high) school. This program will not replace any current program offered at The University of Idaho.

---

**Name or Degree Change Only Requests**

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

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

| Current Name: | |
| New Name: | |
Program Component Request

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

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

Create New: x Modify: x Discontinue: Implementation Date: Fall 2017
Graduate Level: x Undergraduate Level: Law Level: Credit Requirement: 31
Are new courses being created: No x Yes x If yes, how many courses will be created: four

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

| Major: Curriculum and Instruction | Degree: M.Ed. |

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

| Option: |
| Emphasis: Teacher Certification |
| Minor: |
| Academic Certificate less than 30 credits: |
| Teaching Endorsement (Major/Minor): |

Learning Outcomes and Assessment Information

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

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

See attached

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

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

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

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

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

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

Assessment activities for all programs leading to recommendation for teacher certification are ongoing, including annual evaluation by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

Financial Impact

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

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY: x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>No new courses or sections are proposed, as evidence for meeting the Idaho Standards for Initial Preparation of Professional School Personnel is identified within existing offerings.</td>
</tr>
</tbody>
</table>

Distance Education Availability

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

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

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

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

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3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? Yes No x

Geographical Area Availability

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

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

| Moscow | x |
| Coeur d’Alene |
| Boise* |
| Idaho Falls* |
| Other** Location(s): |
**Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.**

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

### Office of the Registrar Information

<table>
<thead>
<tr>
<th><strong>Implementation Effective Date:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Received by the Office of the Provost and Executive Vice President:</strong></td>
<td></td>
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<tr>
<td><strong>Date Received by Budget Office, if applicable:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Received by Institutional Research and Assessment:</strong></td>
<td></td>
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<tr>
<td><strong>Date Received by UCC Secretary:</strong></td>
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<td><strong>UCC Item Number:</strong></td>
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<td><strong>UCC Approval Date:</strong></td>
<td>Vote Record:</td>
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<td></td>
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<td><strong>Faculty Senate Approval Date:</strong></td>
<td>Vote Record:</td>
</tr>
<tr>
<td><strong>General Policy Report Number or Faculty Meeting Date:</strong></td>
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<td><strong>Office of the President Approval Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State Board of Education Approval/Acknowledgement Date:</strong></td>
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</tr>
</tbody>
</table>
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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

Submission Information
This section must be completed

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Current Name:</th>
<th>Rangeland Ecology and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Name:</td>
<td>Rangeland Conservation</td>
</tr>
<tr>
<td>Current Degree:</td>
<td>B.S.Rangeland Ecol.-Mgt.</td>
</tr>
<tr>
<td>New Degree:</td>
<td>B.S.Rangeland Consv.</td>
</tr>
</tbody>
</table>
Other Details:  
Effective Date: Summer 2017

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

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

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
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<th>Summer 2017</th>
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<tbody>
<tr>
<td>Graduate Level:</td>
<td>Undergraduate Level:</td>
<td>Law Level:</td>
<td>Credit Requirement:</td>
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</tbody>
</table>

If new courses will be created:  
<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, how many courses will be created:</td>
<td></td>
</tr>
</tbody>
</table>

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

| Major: | Degree: |

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Location(s):</th>
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<tbody>
<tr>
<td>Moscow</td>
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<tr>
<td>Coeur d'Alene</td>
<td></td>
</tr>
<tr>
<td>Boise*</td>
<td></td>
</tr>
<tr>
<td>Idaho Falls*</td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
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<td>Implementation Effective Date:</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>Date Received by the Office of the Provost and Executive Vice President:</td>
<td>17 Nov 2016</td>
</tr>
<tr>
<td>Date Received by Budget Office, if applicable:</td>
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<tr>
<td>Date Received by Institutional Research and Assessment:</td>
<td>11/17/16</td>
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<td>Date Received by UCC Secretary:</td>
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<td>UCC Item Number:</td>
<td>UCC-17-020a</td>
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<td>UCC Approval Date:</td>
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PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM

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This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Agricultural and Life Sciences &amp; College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Margaret Ritchie School of Family and Consumer Sciences, Department of Curriculum &amp; Instruction</td>
</tr>
</tbody>
</table>
| Dept/Unit Approval Date: | FCS approved on 10/19/2016  
C&I approved on 11/11/2016 |
| Vote Record: | FCS: yes 13 no 0  
C&I: yes 21 no 0 |
| College Approval Date: | CALS approved on 11/01/2016  
COE approved on 12/9/16  
CCC: approved 11/30/16  
TECC: approved 12/1/16 |
| Vote Record: | CALS: yes 8 no 0  
COE: Unanimous (no roll call taken)  
CCC: 13-0  
TECC: 14-0 |
| CIP code (Consult Institutional Research): | |
| Primary Point of Contact (Name and Email): | Dr. John Cannon, C&I  
johnc@uidaho.edu |
| | Dr. Sonya Meyer, FCS  
sonyam@uidaho.edu |

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Create New:</th>
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<th>Implementation Date:</th>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>Graduate Level:</td>
<td>Undergraduate Level:</td>
<td>X Law Level:</td>
<td>Credit Requirement:</td>
<td>34-49 offered through COE (includes 10-14 credits for FCS teaching internship) 30 FCS Core Course Credits offered through School of FCS</td>
</tr>
</tbody>
</table>

Are new courses being created: No Yes X If yes, how many courses will be created: 1, FCS 236 which is open to not only FCS teacher certification candidates, but to all FCS majors.

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

<table>
<thead>
<tr>
<th>Major: Career and Technical Education</th>
<th>Degree: B.S.Ed.</th>
</tr>
</thead>
</table>

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

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

Learning Outcomes and Assessment Information

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

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

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

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

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

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

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

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

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

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

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

**Financial Impact**

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

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Brief Description of financial impact:**
Except for one new course, all other courses are currently being offered and have capacity for additional enrollments. FCS and C&I faculty members have the capacity to advise students seeking the FCS teaching endorsement. The CTE program in C&I receives a grant from the Idaho Division of CTE which is used to support CTE teacher preparation programs and courses. At this time, no additional funding will be requested from CALS or COE. We anticipate that this program will provide additional student enrollments for both CALS and COE.

**Distance Education Availability**

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

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

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

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

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

**Can 50% or more of the curricular requirements of this program component be completed via distance education?**

<table>
<thead>
<tr>
<th>Yes*</th>
<th>X</th>
<th>No</th>
</tr>
</thead>
</table>
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?

Yes  No  X

Geographical Area Availability

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

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

<table>
<thead>
<tr>
<th>Location</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Moscow</td>
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<tr>
<td>Coeur d’Alene</td>
<td>X</td>
</tr>
<tr>
<td>Boise*</td>
<td>X</td>
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<tr>
<td>Idaho Falls*</td>
<td>X</td>
</tr>
<tr>
<td>Other** Location(s):</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Office of the Registrar Information

Implementation Effective Date:

Date Received by the Office of the Provost and Executive Vice President:

Date Received by Budget Office, if applicable:

Date Received by Institutional Research and Assessment:

Date Received by UCC Secretary: 2-3-17

UCC Item Number: UCC-17-034a

UCC Approval Date: 02/13/17  Vote Record: Unan

Faculty Senate Item Number:

Faculty Senate Approval Date:  Vote Record:

General Policy Report Number or Faculty Meeting Date:

Office of the President Approval Date:

State Board of Education Approval/Acknowledgement Date:

D. Family and Consumer Science Option

CTE 420 Evaluation in Professional-Technical Education     3 cr
CTE 426 Occupational Analysis and Curriculum Development   3 cr
FCS 105 Individual and Family Development                 3 cr
FCS 123 Textiles                                         3 cr
FCS 205 Concepts in Human Nutrition                      3 cr
FCS 251 Survey of FCS Professions                        1 cr
FCS 234 Infancy and Early Childhood                     3 cr
FCS 236 Early Childhood Laboratory Experience            3 cr
FCS 270 Intermediate Foods                               3 cr
FCS 275 Experimental Foods                               2 cr

One of the following (3 cr)
FCS 340 Parent-Child Relationships in Family and Community 3 cr
FCS 445 Issues in Work and Family Life                   3 cr
One of the following (3-4 cr)
FCS 346 Personal and Family Finance and Management 4 cr
FCS 448 Consumer Economic Issues 3 cr
FCS 428 Housing America's Families 3 cr

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

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

Courses to total 120 credits for this degree
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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

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

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction</td>
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<tr>
<td>Dept/Unit Approval Date:</td>
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</tr>
<tr>
<td>College Approval Date:</td>
<td>CCC: 11/30/16</td>
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<td>CIP code (Consult Institutional Research):</td>
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<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Taylor Raney</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tcraney@uidaho.edu">tcraney@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Current Name:
Program Component Request

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

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</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Graduate Level:</th>
<th>Undergraduate Level:</th>
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<th>Credit Requirement:</th>
</tr>
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<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are new courses being created: No  Yes

If yes, how many courses will be created:

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

Major: Secondary Education  Degree: B.S.Ed.

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

Option:

Emphasis:

Minor:

Academic Certificate less than 30 credits:

Teaching Endorsement (Major/Minor): Literacy (teaching minor)

Learning Outcomes and Assessment Information

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

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

See attached

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

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

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

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

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

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

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

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

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

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

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? Yes No x

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

Identify the geographical area(s) this program component can be completed in:
Moscow | x
---|---
Coeur d’Alene
Boise* 
Idaho Falls* 
Other**

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

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

### Office of the Registrar Information

<table>
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<tr>
<th>Implementation Effective Date:</th>
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<td>Date Received by the Office of the Provost and Executive Vice President:</td>
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<td>State Board of Education Approval/Acknowledgement Date:</td>
<td></td>
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### 22-Credit (K-12) Literacy Teaching Minor (22 cr)

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

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

COMPLETION OF THE IDAHO COMPREHENSIVE LITERACY COURSE OR ASSESSMENT

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