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>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Sociology and Anthropology</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>11/7/16</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>11/28/16</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>05.0201</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Kristin Haltinner <a href="mailto:khaltinner@uidaho.edu">khaltinner@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.

Direct Student Need
This proposal is a response to current student demand. Numerous students have approached potential faculty asking for a degree program in Africana Studies. This reflects a broader demand for interdisciplinary programs that focus on the experiences of subaltern populations. Courses will be drawn from those currently offered in the departments of English, French, History, Music, Political Science, and Sociology and Anthropology.

The United States is becoming an increasingly diverse place. A minor in Africana Studies will allow our students to be more competitive in their job search after college. Students who earn this minor will be better able to work with a diverse workforce, work with a diverse clientele, and adapt to societal changes.

Finally, a minor in Africana studies will empower students to better understand the historical, political, and social contexts that have led to and continue to shape contemporary global politics and racial relations. Students will be better empowered to improve community relations in their personal lives and public careers.

Institutional Enhancement Given Regional Shortcoming
The state of Idaho does not currently have any programs in African or African American Studies. As the University of Idaho continues to become more competitive among our sister R1 universities, students will be seeking programs that support cultural competency. Currently esteemed R1 institutions including (but not limited to) the University of Minnesota, the University of Wisconsin, the University of Iowa, and other prestigious public universities have similar programs. However, degrees in Africana Studies are less common in the Mountain States, with approximately one program per state (exceptions include Idaho, which currently has no degree offerings, and Colorado which has two such
programs). Programs in this region include: the University of Montana (major, minor, and academic certificate), the University of Nevada (major and minor), the University of Utah (minor), the University of Wyoming (major and minor), the University of New Mexico (major), the University of Northern Colorado (major and minor), Colorado College (minor), and the University of Arizona (major). As such, offering such a program will give students from Idaho an advantage over institutions from neighboring states.

**Strategic Plan**
The proposed minor in Africana Studies meets two key elements of the new strategic plan for the University of Idaho.

First, *Engage*. According the strategic plan outlined by the College of Letters, Arts, and Social Science, engagement is “the vital process through which the University of Idaho touches and enriches the lives of others.” A part of this effort is to create programming that “reflect[s] the richness and diversity of the world around us.” Providing a central place for students to engage in previously provided course material aimed at engaging with American and global diversity, the minor in Africana Studies enhances the ability of UI to accomplish this goal.

Further, the strategic plan calls for students and curricula to *transform*. The strategic plan for the College of Letters, Arts, and Social Sciences argues that the college is: “committed to providing students a liberal education through exposure to a wide breadth of perspectives and experiences that encourage lifelong learning and develop a strong sense of personal and social responsibility”. This proposed minor provides a unique opportunity for our students to learn about the African diaspora, its history, and its continued role in social and political processes. Moreover, students who complete the minor will be given the opportunity to understand the ways that historical processes (colonialism, slavery, migration, apartheid, etc) effected and continue to affect the lives of people of African descent around the world. This will enable students to better understand the perspectives of black people throughout the world in historical and contemporary contexts. The minor will also empower those enrolled to engage with this knowledge in their professions and social lives.

**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.

| Create New: | X | Modify: | Discontinue: | Implementation Date: |
| Graduate Level: | Undergraduate Level: | X | Law Level: | Credit Requirement: |
| Are new courses being created: No | Yes | X | If yes, how many courses will be created: 1 |
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:

| Option: | |
|--------| |
| Emphasis: | |
| Minor: | Africana Studies |
| 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:

   **Learn and Integrate:** Students will be able to report on the history of Africa, African migration, and the experiences of people of African descent. Students will also be able to report about traditional and contemporary elements of Africana culture including, but not limited to, the development of different styles of music as well as Africana literature. Finally, students will be able to explain sociological theories regarding contemporary race relations and the modern experience of people in the African diaspora.

   **Think and create:** Students will be able to discuss the socio-historical and contemporary experiences of people in the Africana diaspora from a variety of disciplinary perspectives (Anthropology, English, History, International Studies, Music, Political Science, and Sociology).

   **Communicate:** Students will be able to communicate effectively about topics related to diversity and with diverse communities through oral, written, and visual formats with and among diverse communities.

   **Clarify purpose and perspective:** Students will be able to explain their own positionality given socio-political-historical processes.

   **Practice Citizenship:** Students will be able to explain the historical contexts that have given rise to our current global society.

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 course offered through the minor will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program.

Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the program.
3. How will you ensure that the assessment findings will be used to improve the program?

The affiliated faculty will meet each semester to discuss the program and implement needed improvements. The director will be tasked with implementing changes as weaknesses become evident. This will be completed in conjunction with the affiliated faculty.

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

The director of the program will develop an assessment tool that will be distributed to students in Africana Studies 101. It will then be given to people graduating with the minor in order to evaluate the success the minor has had in reaching the learning outcomes outlined above.

The director will also periodically facilitate a third party’s construction of focus groups and interviews with students to evaluate areas needing improvement.

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

Pre-tests will be completed each year in Africana Studies 101. Post-tests will be provided to graduating seniors who have completed the minor. These tests will measure knowledge of Africana history, culture, and social experiences. They will also evaluate students’ understandings of academic theories related to the African diaspora. Interviews or focus groups with enrolled students will occur annually. There will be a faculty meeting every semester.

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>The program is built almost exclusively from courses already offered. While enrollment may be slightly elevated in courses currently offered, there should be room to accommodate program participants in the current course schedule. Thus it should not require a significant amount of resources. However, the director of the program may eventually require a course buyout in order to supervise/participate in instruction of AFST 101 and to manage their additional responsibilities as director. Depending on enrollment growth, this is a topic that may need to be revisited in the future.</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).

<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>X</th>
</tr>
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</table>

*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.

**Office of the Registrar Information**

<table>
<thead>
<tr>
<th>Implementation Effective Date:</th>
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<tbody>
<tr>
<td>Date Received by the Office of the Provost and Executive Vice President:</td>
</tr>
<tr>
<td>Date Received by Budget Office, if applicable:</td>
</tr>
<tr>
<td>Date Received by Institutional Research and Assessment:</td>
</tr>
<tr>
<td>Date Received by UCC Secretary:</td>
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<tr>
<td>UCC Item Number:</td>
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<tr>
<td>UCC Approval Date:</td>
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<td>Faculty Senate Item Number:</td>
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<td>Faculty Senate Approval Date:</td>
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<tr>
<td>General Policy Report Number or Faculty Meeting Date:</td>
</tr>
<tr>
<td>Office of the President Approval Date:</td>
</tr>
<tr>
<td>State Board of Education Approval/Acknowledgement Date:</td>
</tr>
</tbody>
</table>
Required course work (10-12 cr):

AFST 101  Introduction to Africana Studies (3 cr)

One of the following courses on Contemporary Race Relations (3 cr):

ANTH 427  Race and Ethnic Relations (3 cr)
SOC 427  Race and Ethnic Relations (3 cr)
SOC 439  Inequality in the Justice System (3 cr)

One of the following courses on Africana History or Present Experiences (3 cr):

ANTH 462  Human Issues in International Development (3 cr)
HIST 315  Comparative African American Cultures (3 cr)
HIST 331  The Age of African Empires (3 cr)
HIST 441  Slavery and Freedom in the Americas (3 cr)
IS 326  Africa Today (3 cr)

One of the following courses on Africana Music and Literature (1-3 cr):

ENGL 380  Introduction to U.S. Ethnic Literature (3 cr)
ENGL 483  African American Literatures (3 cr)
IS 370  African Community, Culture, and Music (1-3 cr)
MUSA 365  CE: World Beat Ensemble (1 cr)
MUSH 201  History of Rock and Roll (3 cr)
MUSH 410  Studies in Jazz History (3 cr)

Selected emphasis electives (6-8 cr):

AMST 301  Studies in American Culture (3 cr)
ANTH 220  Peoples of the World (3 cr)
ANTH 261  Language and Culture (3 cr)
ANTH 412  Human Races (3 cr)
ANTH 462  Human Issues in International Development (3 cr)
COMM 335  Intercultural Communication (3 cr)
EDCI 302  Teaching Culturally Diverse Learners (4 cr)
ENGL 380  Introduction to U.S. Ethnic Literature (3 cr)
ENGL 483  African American Literatures (3 cr)
ENGL 485  Global Literatures in English (3 cr)
FLEN 315  French and Francophone Cinema in Translation (3 cr)
FLEN 391  Hispanic Film (3 cr)
HIST 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 441  Slavery and Freedom in the Americas (3 cr)
IS 325   The Contemporary Muslim World (3 cr)
IS 326   Africa Today (3 cr)
IS 370   African Community, Culture, and Music (1-3 cr)
LAS 462  Human Issues in International Development (3 cr)
MUSA 365  CE: World Beat Ensemble (1 cr)
MUSH 201  History of Rock and Roll (3 cr)
MUSH 410  Studies in Jazz History (3 cr)
MUSH 420  Studies in World Music (3 cr)
POLS 480  The Politics of Development (3 cr)
SOC 340  Social Change & Globalization (3 cr)
SOC 334  Urban Sociology (3 cr)
SOC 427  Racial and Ethnic Relations (3 cr)
SOC 439  Inequalities in the Justice System (3 cr)
SOC 465  Environment, Policy, and Justice (3 cr)

Courses to total 18 credits for this minor.