

AGENDA
REGULAR MEETING OF THE FACULTY OF THE UNIVERSITY OF IDAHO

Monday, May 5, 2003, 3:30 p.m.
Agricultural Sciences Building Auditorium

Acting President Brian Pitcher Presiding

Call to Order.

In Memoriam.

Minutes. Acceptance of the minutes of the meeting of August 27, 2002

Announcements.

Special Orders.

Report from the Faculty Council
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I. Proposed Change to the *Faculty-Staff Handbook*.

- A. Temporary Changes to Section 5400, Employment Agreement Concerning Patents and Copyrights

II. Proposed Changes to the University of Idaho Catalog.

- A. Regulation K, Awarding of Academic Honors
- B. Regulation J-3, Subject Requirements, University Core Curriculum

III. Proposed New , Changed, and Consolidated Degree Programs.

- A. New Master of Arts in Philosophy
- B. New Ph.D. in Food Science
- C. Change the degree in Adult Education (Ed.) to Adult and Organizational Learning (Ed.S.Ad.Ed.)
- D. Change the degree title Adult Education (M.Ed.) to Adult and Organizational Learning (M.Ed.)
- E. Change the degree title Adult Education (M.S.) to Adult and Organizational Learning (M.S.)
- F. Consolidate the degrees in Technology Education (B.S.Ed.), Professional-Technical (B.S.Ed.) and of the degrees in Business Education (B.S.Bus.Ed.) and Marketing Education (B.S.Bus.Ed.) into the single degree Professional-Technical and Technology Education (B.S.Ed.)
- G. Consolidate the graduate degree programs Business Education (M.Ed.) and Professional-Technical Education (M.S., M.Ed., Ed.S.P.-T.Ed.) into one graduate degree program, Professional-Technical and Technology Education (M.S., M.Ed., Ed.S.P.-T.Ed.)

IV. Proposed Changes in University Standing Committees Structure and Function.

- ~~A. Teacher Education Coordinating Committee, Change in Structure—Removed From Consideration~~
- B. University Curriculum Committee, Change in Structure
- C. Safety and Loss-Control Committee, Change in Structure
- D. University Committee for General Education, Change in Structure and Function

Acting President's Remarks.

Adjournment.

Peter A. Haggart
Secretary of the Faculty, 885-6151 - haggart@uidaho.edu

117 faculty members constitute a quorum.

Those who are recognized by the acting president for the purpose of speaking should identify themselves by name and discipline or position.

**University of Idaho
General Faculty Meeting Minutes**

August 27, 2002

Call to Order. UI President, Robert Hoover, called to order a meeting of the university faculty at 3:35 p.m. in room 104 of the Janssen Engineering Building. The attendance of 130 faculty members at the meeting exceeded the requirements for a quorum (117).

In Memoriam. A moment of silence was requested to honor those faculty members who had died since the last general faculty meeting. Faculty members remembered on this occasion were:

Elizabeth E. Stevenson Wise, Professor Emerita of Foreign Languages and Literatures (May 27, 2002)

C. Randall Byers, Professor of Statistics and Management (August 17, 2002)

Minutes. The minutes of the General Faculty Meeting held on May 8, 2002, were accepted as written and distributed by the Secretary of the Faculty.

Introduction of New Faculty Members. UI Provost, Brian Pitcher, introduced a representative from each college, who in turn introduced new faculty members from their academic area. Provost Pitcher also introduced new university administrators, made note of a large number of administrative personnel changes, and introduced new members of the ROTC units. There were five new administrators, twenty-six changes in administrative assignments, and thirty-eight new faculty members listed in the printed announcement provided by the UI administration.

President's Remarks. As has become the custom at the UI, the beginning of the school year General Faculty Meeting conducts no formal business, but instead greets new members of the faculty and hears about the "state of the university" from the university president. President Hoover welcomed faculty back to the university for the beginning of the fall semester.

President Hoover provided the faculty with an **overview of how the university is meeting its defined targets and goals within its long-range strategic plan.**

Enrollment Growth: The UI is showing significant growth in new freshman students and in its ability to retain students from the freshman to sophomore year (80% retention). The significance is that there is a better student/faculty ratio in upper division courses, which results in fewer low enrollment courses. This group of new students is the largest and most academically qualified freshman class in the history of the university. Graduate student enrollment is up 8%, the enrollment of international students has also increased by 15%, and summer school enrollment has shown growth for the first time in many years. One problem area that remains is the ability of the UI to retain students between their sophomore and junior year.

Using comparative data with the other Idaho institutions of higher education, the UI shows significant gains and particularly in "total weighted resident credit hours" over the last seven years. That category is the one that would provide extra funding for the university during more normal financial times.

Hoover said that in the next couple of weeks the development of a "Strategic Enrollment Plan" will be discussed across the campus as we begin to make plans for next year. He also emphasized the importance of enrollment growth at our off-campus instructional centers, particularly the development and growth of the one in Boise. These growth figures help the university counter the belief that many people have – that the UI is not growing.

Hoover emphasized that "we are growing" and he went on to thank the faculty for the role that they play in getting new students to enroll at the university and providing the good instructional atmosphere that helps retain students from year to year.

Expansion of Research and Development Expenditures: The UI is enjoying some success in this area as shown by the growth in R&D funding from \$41 million in FY00 to \$57 million in FY02. The qualitative expression of that success is seen in the excellence of graduate programs in all academic disciplines.

Grants and Contracts: These awards remained almost the same as last year, coming in at around \$86 million. When these figures are used in a comparative analysis taking into account the size of our faculty, the UI is seen as a very successful university, ranking above average for our peer institutions.

Curriculum Initiatives: One very important curriculum initiative is the university core curriculum. Last spring the faculty approved a new core curriculum and the administration noted its importance by committing to support the new and expanded core program financially. Hoover said that we are now operating at capacity in the core discovery courses and that there are waiting lists for the integrated science core offerings. He asked the faculty to respond to the call for proposals for new core courses. With 1600 new entering freshman projected for next year, it is important that we increase both the number and variety of core course offerings.

The POLYA Math Center has demonstrated its value as shown in the increased productivity in lower division mathematics courses and increased learning outcomes. Hoover hoped that there would be some new programs modeled on POLYA.

Hoover said that student/faculty ratios will never return to the place they were in the 1990's. Noting that this is one of the realities of the financial times we find ourselves in now. This year the ratio will approach 20:1. Therefore, we need to explore the process of finding lower cost methods of teaching skill-based courses and yet still achieve high outcomes, such as POLYA.

Diversity and Human Rights: Hoover stressed that this area is very important to the UI. We need to think carefully about our commitment to diversity and human rights. We must make sure those principles are reflected in the decisions that must be made in the coming months concerning: hiring and retention, recruitment and retention of students, curriculum development, our campus climate, research, and outreach.

Hoover said that this is an extraordinary challenge that we face. We have a steering committee and task forces working on a "diversity and human rights plan" and their work will be completed later this year, hopefully by January. Individual departments and units will then have the framework to develop their own diversity plans.

He noted that there had been excellent faculty and staff participation in the "climate survey" conducted last spring by outside researchers. The final report will be released later this fall. A preliminary report from the research team shows that the UI looks very good overall, but there are pockets of difficulty that exist needing to be addressed. Hoover said that the diversity office has a number of events planned to increase diversity awareness on the campus this year.

Facilities: Hoover emphasized that to remain a "residential campus of choice" for undergraduate students and a university that is "globally competitive" in research and development, our facilities play an important part in meeting those goals.

The University Classroom Center (UCC) will not be reopened. The UI intended to completely remodel that classroom facility this fall, but funding was cut for all higher education building projects. Keeping it open would require significant expenditures, primarily to improve heating, cooling, and circulation of air and maintaining an already failing roof. Not having that classroom building has put a real limitation on the availability of classroom spaces. Hoover said that if state funding does not show up soon the UI will need to pursue other funding alternatives to remodel the UCC. In the meantime we are using every available space across the campus for teaching, such as the recently completed Albertson Business and Economics building.

The first phase of a new student housing project is being constructed at the corner of 6th and Line Streets. This is the first student housing construction to be done on the campus in over 30 years. That housing plan includes some teaching areas and will significantly increase the number of opportunities to provide themed residence groupings within student housing. The second phase of the Vandal Athletic Center will begin construction this month. It includes significant improvements to the weight-lifting facilities, as well as providing some needed classroom space. This is the second phase of a three phase project largely financed by contributions. The university will also begin looking at how it can phase out some of the smaller out-dated buildings on the campus. They are a drain on UI utility and repair budgets.

During the next five years, based on enrollment projections and strategic goals, Hoover said that we will focus on undergraduate student housing and married student housing, as well as finding the proper location for these facilities. Classrooms, laboratories, and studios, as well as infrastructure issues such as utilities, must be planned for and addressed during that same time period. Most of our older buildings desperately need electrical and HVAC upgrades. Hoover warned that these critical issues must be addressed if we are to meet our strategic plan goals and objectives.

Outreach: Dr. Larry Branen has been appointed to the position of Vice President of University Outreach. He will be drafting a five-year program for outreach and the use of distance learning centers. It is imperative to have a plan that will allow our off-campus instructional centers to grow 5% each year. Vice President Branen will also be working closely with Jeanne Christiansen, Dean of the College of Education, on programs for in-service teacher education taught away from the Moscow campus.

Outreach Facilities: (1) **Post Falls:** The UI recently opened the Jacklin Research Park building at the UI research park, (2) **Coeur d'Alene:** The UI has moved into the Coeur d'Alene Harbor Center. The land area and building has been leased from the city of Coeur d'Alene for a \$1 a year. Several other educational institution programs will also be housed in this building. The UI sold to North Idaho College a small facility on their campus given to us by the Coeur d'Alene Mines Corporation.

UI faculty were housed in that facility and they have been moved to the Harbor Center building, (3) **Boise:** We are in the last stages of negotiations with the Idaho State Building Authority concerning bonding for the Idaho Water Center, which will be the first building in Idaho Place. That building will not only house UI programs, but also federal and state agency program personnel and offices. The next phases of Idaho Place will be a learning center (UI) and then a health sciences building (ISU), (4) **Idaho Falls:** We have not yet finalized plans for construction of the Center for Science and Technology, but are currently reviewing recommendations on that project.

Personnel: The UI launched its “employer of choice” initiative last fall with a web-based survey of faculty and staff. Hoover said that the university was looking for input on attributes that create an “employer of choice” environment. The survey results say that the UI performs well in strategic planning and provides a safe and healthy work environment.

However, the survey showed that improvement is needed in the areas of communication, leadership and development, and employee compensation and recognition. The UI will be addressing those survey findings, and looking for ways to use employee suggestions.

Finances: As of June 30, 2002, the Campaign for Idaho had raised \$115 million in the first 4 years of its 6 year project. The original goal of the campaign was \$100 million. The national campaign steering committee recommended that the UI declare victory and celebrate its success. Hoover said that we will do so during homecoming week this fall. Several significant new gifts will also be announced at that time, and although the campaign has exceeded its goals, it will not be closed until early 2003. The steering committee has recommended that the UI fundraising efforts now be shifted to scholarships, specific facilities and their furnishings, and professional programs.

Budgets: Hoover said that the UI has a difficult year ahead. We have continuing and growing FY03 budget problems, and new budget projections will be announced in the next week. It is possible that we may have another general budget holdback this year. He noted that the UI still has some reserve funds, and will use them to address new holdbacks before we address the possibility of cuts in departments and colleges.

Hoover reported that the State Board of Education has approved the following budget requests to be sent to the legislature for FY04 funding of higher education:

1. funding of maintenance of current operations (MCO) – including the enrollment workload adjustments not funded last year as well as the ones for this year
2. change in employee compensation (CEC), but no percentage recommendation has been made – the legislature will make its own recommendation on pay adjustments
3. institutional equity package adjustments – providing \$8 million between ISU and BSU and \$2 million to the UI – spread over several years
4. retaining the current priority list for building construction and recommending Idaho State Building Authority bonding as a way to meet all the educational building goals at one time

Hoover said that we are making an obvious assumption in looking at the budget recommendations: that state revenues will increase. The goal of the institutional presidents and the board this year is to see that any increase in state revenue goes to higher education.

Accreditation: The Northwest Association of Schools and Colleges (NASAC) will be making its ten year review of the UI in the fall of 2004. Professor Douglas Q. Adams is in charge of the accreditation process and he is assembling a team to write a “self-study” that precedes the actual NASAC team visitation. Hoover stressed that accreditation is important to the university because it has a far-ranging impact on the future of the university. Accreditation provides a good opportunity for us to check our progress in meeting the goals of our strategic plan. It is also important that the team see us as we really are – both our successes and our failures. Thus, accreditation needs to be taken seriously and addressed in a professional manner. He expressed his confidence that the people responsible for our report and presentation would be able to meet his expectations.

Adjournment: UI President Hoover wished the faculty a “great year,” and adjourned the meeting at 4:45 pm.

Respectfully submitted,
Peter A. Haggart, Secretary of the Faculty

I. Proposed Change to the *Faculty-Staff Handbook*

I. A. Temporary Changes to Section 5400, Employment Agreement Concerning Patents and Copyrights

Background Material on FSH 5400

Excerpt from the Minutes of the May 8, 2002 General Faculty Meeting

It was **moved and seconded to return Item M (FSH 5400, Employment Agreement Concerning Patents and Copyrights) to the 2002-2003 Faculty Council for further consideration.** The discussion that followed pointed out faculty concerns about: (1) the agreement statement that had a distinctive *institutional* rather than *individual* perspective; (2) the difficulty in interpreting the terms in the agreement; (3) the need to create an agreement that would benefit all parties; (4) the need for a better understanding of an individual faculty member's rights; (5) the need to create research incentives; and (6) the need to protect everyone's rights, not just the rights of the university.

Professor Smelser pointed out that the *Intellectual Property Committee* had reviewed the new policy language and found it to be consistent with the way business is now being conducted at the U of Idaho. Most of the language is, in fact, the original language and the new material in the policy is for protection and disclosure purposes concerning sponsored research projects. The policy is consistent with contractual law.

It was noted that the SBOE/Regents had appointed a task force to re-write this policy 18 months ago, but the task force draft did not meet with the approval of the SBOE/Regents. This caused them to initiate an external review of intellectual property policy. That report was presented in March, but the SBOE/Regents has not yet made a final decision on the policy. There is the feeling that, at some levels, people believe that everything created by faculty members belongs to the state of Idaho.

Several faculty members pointed out that the proposed policy represents a clarification of current university policy and is an attempt to put the policy in line with contractual agreements that are currently being entered into by the university. The provost indicated that the SBOE/Regents has already affirmed the proposed policy language. On the other hand, others noted that since the board has not yet approved a formal policy, that sending the policy back to the Faculty Council would make sure that there was a "fresh start" in crafting a good policy to present to the SBOE/Regents. After a voice vote that was too close to call, a show of hands showed that the motion to return was **adopted** by majority vote.

Excerpt from the Minutes of the April 22, 2003 Faculty Council Meeting

FC-03-051, Temporary Wording for *Faculty-Staff Handbook* Section 5400, Employment Agreement Concerning Patents and Copyrights. Professor Jeff Harkins [who had convinced the faculty to send this item back to the council at the May 2002 General Faculty meeting] and Gene Merrell, Assistant Vice President and Chief Technology Transfer Officer for the Research Office, provided background information on the proposal.

The council was provided with the relevant section of the minutes from the May 2002 General Faculty meeting and the suggested temporary revision of the handbook section. It was pointed out by Harkins and Merrell that the temporary wording would allow agreements to be signed and rights protected until a final policy statement was completed. That final policy statement would also need to be in agreement with SBOE/Regents policy on this matter, which also has not yet been finalized.

It was further requested that an ad hoc committee be formed made up of representatives of the Faculty Council (McGuire and Pikowsky), Harkins, Merrell, and several faculty members well acquainted with patents and copyrights. That committee would return a final policy statement to the council in the fall for discussion and vote. Furthermore, the temporary wording would be clearly labeled as such, noting that it would be replaced within one year.

It was **moved and seconded** (Wagner, Lillard) that the council **approve the temporary wording for Section 5400 and its accompanying letter of agreement for immediate inclusion in the *Faculty-Staff Handbook*; that the temporary nature of the wording be made clear in the preamble to that section; and that the council chair be authorized to form an ad hoc committee to complete the final wording of FSH Section 5400 for submission to the council in the Fall of 2003.** The motion was **adopted** by unanimous voice vote.

FSH 5400
Patent and Copyright Agreement for University of Idaho Employees

PREAMBLE: UI uses the following form of employment agreement concerning patents and copyrights. This section was added to the Handbook in June of 1988 and revised in July of 1992 and given a temporary revision in April 2003.

SPECIAL NOTICE: The April 2003 revision is only temporary and allows the patent and copyright practices to continue under revised guidelines until the final language is drafted by an ad hoc committee that was formed in April 2003. If that revision has not been approved by the faculty by May 2004 this policy will revert back to its 1992 revision.

For further information, contact the Technology Transfer Office (208-885-4630 or the Office of the Faculty Secretary (208-885-6151).

As an employee of the University of Idaho (University), I acknowledge that I am subject to the policies and rules of the Regents of the University of Idaho (Regents) published at the Idaho State Board of Education's website <http://www.sde.state.id.us/osbe/policy.htm> and to the policies and procedures of the University as published in the University Faculty-Staff Handbook, the University Administrative Procedures Manual and on the University's web site.

Pursuant to those policies, I hereby agree to the following:

1. With regard to inventions:
 - a. I will disclose to the University all potentially patentable inventions conceived or first reduced to practice in whole or in part in the course of my University responsibilities. If in doubt about the patentability of an invention, I will confer with the University's research office.
 - b. I also will disclose all potentially patentable inventions conceived or first reduced to practice in whole or in part through the use of University resources when that use is more than incidental (FSH 5300). Again, if in doubt as to what is incidental use I will confer with the University's research office.
 - c. I further agree to collaborate with the University in the assignment, as required by the policies of the Regents and the University, of all my right, title and interest in such patentable inventions.
 - d. I also will provide completed documents and fully participate in actions that allow the University to promptly complete such assignment.
2. I acknowledge that Regents University policy states that all rights in copyright shall remain with me as the creator unless the work:
 - a. is a work-for-hire (and copyright therefore vests in the University under copyright law),
 - b. is supported by a direct allocation of funds through the University for the pursuit of a specific project,
 - c. is commissioned by the University, or
 - d. is otherwise subject to contractual obligations.

I will collaborate with the University of Idaho to promptly assign or confirm in writing all my right, title and interest, including associated copyright, in and to copyrightable materials falling under a) through d) above.

3. I agree to obtain from all students wishing to participate in my University research programs, and who are not employees of the University, a signed copy of the "Memorandum of Understanding Regarding Research Participation and the University Patent Rights and Copyright" available from the Technology Transfer Office. I will provide the Technology Transfer Office with a copy of the signed MOU.
4. I certify that I am under no consulting or other obligation to any third person, organization or corporation that is, or could be reasonably construed to be, in conflict with this agreement with respect to rights to inventions or copyrightable materials.
5. I will not enter into any agreement creating copyright or patent obligations in conflict with this agreement.

Signature

Title

Printed Name

Date

**Memorandum Of Understanding Regarding Research Participation And
University Patent Rights And Copyrights**

PREAMBLE: UI uses the following form of agreement concerning patents and copyrights with non-employee students and visitors participating in university research activities. This allows the non-employee student to participate in the university's patent/copyright income distribution program (FSH 5300) while protecting the interests of the faculty, staff, student, and university. This section was added to the Handbook in May 2003. For further information, contact the Research Office (208-885-6651).

This memorandum of understanding is entered into by _____, a student at University of Idaho ("participant"), _____, a professor/researcher at University of Idaho ("faculty"), and the Regents of the University of Idaho ("university").

The participant is involved in research activities or enrolled in _____, which may involve working on research or design projects. These activities or projects may or may not result in the development of patentable subject matter and/or copyrightable work products in which the university and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and the university have a full understanding of the participant's rights and obligations regarding these proprietary interests, copyright, and patent rights. This memorandum sets forth the understanding of the parties.

1. The participant acknowledges receipt of copies of the relevant patent/copyright policies of the Regents of the University of Idaho and the University of Idaho.
2. The participant agrees to promptly disclose any discoveries he/she makes that may be patentable/ copyrightable to the Technology Transfer Office.
3. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from his/her work as part of the fulfillment of the requirements for obtaining an undergraduate, master's, or doctoral degree from the university or collaboration with the university.
4. In exchange for the opportunity to participate in these projects and the right to receive royalties, the participant agrees to assign his/her right, title, and interest in any research or other project outcome, including copyright or patent rights, derived from the participant's work in this class or research activities to the university. This assignment vests rights in the university as provided for in the university's copyright and patent policies attached hereto and is subject to the participant's right to share in royalties in the same manner as employees of the university.

Participant _____ Date _____

Supervising Faculty _____ Date _____

II. Proposed Changes to the University of Idaho Catalog

II. A. Regulation K, Awarding of Academic Honors

The Faculty Council passed the following motion at its meeting of February 18, 2003.

“by using the current regulation, but removing all references to five-year averages in calculating college honor levels, and replacing that language with language that would call for the use of only the previous year’s grade point averages that would place candidates in the top 3, 6, and 10 percent of the graduates in each college as the base number for each honor category.”

The motion was in response to a faculty petition asking that earlier changes approved by the Faculty Council on November 5, 2002 be reconsidered.

The Faculty Council **also** directed the Office of the Registrar to “approve the minimum requirements from the existing (new) college structure and apply them to December 2002 and May 2003, ensuring that no student would be denied honors expected under the former college structure.” **at the same council meeting.**

Changes are noted in the **strike-through** and **added** language below.

K – Academic Honors

K-1. Graduation with Honors. Candidates for baccalaureate degrees are graduated with honors if they satisfy ONE of the following conditions: Note: Graduation with honors is determined at the point in time when the degree is posted to the student’s academic record based upon the student’s grade point average at that time.

1. Their cumulative UI grade-point averages are as specified in K-1-a, K-1-b, or K-1-c and they have earned at least 56 credits in UI courses OR
2. Both their cumulative UI grade-point averages AND their grade-point average from all sources (the overall GPA on Banner) are as specified in K-1-a, K-1-b, or K-1-c, and they have earned at least 32 credits in UI courses.

No credits earned through correspondence study, bypassed courses, credit by examination, College Level Examination Program, experiential learning, or technical competence may be counted among these 56 or 32 credits. ~~Candidates for the degree of Juris Doctor are graduated with honors under the same conditions, except the grade-point average considered is based exclusively on the student’s record in the College of Law. Honors are not awarded with degrees earned through the College of Graduate Studies.~~

K-1-a. Candidates whose grade-point averages would place them within the top 3 percent of graduates from their respective colleges over the preceding ~~five years~~ are graduated *summa cum laude* (with highest ~~distinction~~ honors).

K-1-b. Candidates whose grade-point averages would place them within the top 6 percent (but below the top 3 percent) of graduates from their respective colleges over the preceding ~~five years~~ are graduated *magna cum laude* (with ~~great distinction~~ high honors).

K-1-c. Candidates whose grade-point averages would place them within the top 10 percent (but below the top 6 percent) of graduates from their respective colleges over the preceding ~~five years~~ are graduated *cum laude* (with ~~distinction~~ honors).

Note: Students graduating with Latin Honors as listed in K-1-a., K-1-b., and K-1-c. receive honor cords to wear at commencement. Their transcripts and diplomas reflect the final honors designation when degrees are posted.

K-2. Graduation with Honors in the College of Law. Candidates for the degree of Juris Doctor are graduated with honors based exclusively upon their grade-point on the student’s record in the College of Law. The GPA cut-offs are posted each year (after spring semester grades are posted) to the graduation web site.

K-2-a. Candidates whose grade-point averages in the College of Law would place them within the top 3 percent of graduates over the preceding five years are graduated *summa cum laude* (with highest distinction).

K-2-b. Candidates whose grade-point averages in the College of Law would place them within the top 6 percent (but below the top 3 percent) of graduates over the preceding five years are graduated *magna cum laude* (with great distinction).

K-2-c. Candidates whose grade-point averages in the College of Law would place them within the top 10 percent (but below the top 6 percent) of graduates over the preceding five years are graduated *cum laude* (with distinction).

Honors are not awarded with degrees earned through the College of Graduate Studies.

K-23. Dean's List. Undergraduate students who are registered for at least ~~12~~ 14 credits (10 in the College of Law) and attain a grade-point-average of ~~3.50~~ 3.30 (3.00 in the College of Law) for a given semester are placed on lists prepared for the college deans. ~~[Note: The 3.50 GPA is based on 12 graded credit hours (GPS hours) and does not included courses graded pass/fail]~~ (Except for grades of P earned in English 101, credits for which a student was graded P are not computed in the specified minimums.) These lists are publicized within UI and are distributed to news agencies.

II. B. Regulation J-3, Subject Requirements, University Core Curriculum

J-3. Subject Requirements (Core 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. A central component of this preparation is the requirement that a student working toward a baccalaureate degree must complete ~~33-36 credits of the necessary~~ course work in the four categories described below. This requirement is to be satisfied by earning the minimum number of credits specified for each category. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section in Part 2 of this 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.** Note: ~~– Though a given course may be listed under more than one category, it may be used to satisfy the requirement in only one category; r~~ Remedial courses may not be used to satisfy any of this requirement. **Degree-seeking students must be enrolled in Engl 090, 101, or 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 core requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the core requirements in mathematics, statistics, or computer science has been satisfied.**

J-3-a. Communication (5-7 cr). 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 course Engl 102 and the completion of one additional course in this category.

Public Speaking. 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. 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 five English classes included in the core 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 102. Also, students who attain a score of 4 on the Advanced 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 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 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 Exploratory Writing (3 cr)
Engl 209, Inquiry-Based 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-b. Natural and Applied Science (8 cr which include two accompanying labs OR 7 cr which includes a CORES 201 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 core 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, Biology and Society (4 cr)
Biol 115, Cells and the Evolution of Life (4 cr)
Biol 116, Organisms & Environments (4 cr)
Chem 100, Chemistry and the Citizen (4 cr), OR Chem 101, Introduction to Chemistry I (4 cr), OR Chem 111, Principles of Chemistry I (4 cr)
Chem 112, Principles of Chemistry II (5 cr)
CORES 201-205-298, Integrated Science (3 or 4 cr)
Ent/Biol 211, Insect Biology (4 cr)
EnvS 101, Introduction to Environmental Science, and EnvS 102, Field Activities in Environmental Sciences (4 cr)*
Geog 100, Physical Geography (4 cr)
Geol 101, Physical Geology (4 cr)
Geol 102, Historical Geology (4 cr)
MMBB 154, 155 Introductory Biology of Bacteria and Viruses (4 cr)*
Phys 100, Fundamentals of Physics (4 cr)
Phys 103, 104, General Astronomy and Lab (4 cr)*
Phys 111, General Physics I (4 cr)
Phys 112, General Physics II (4 cr)
Phys 211, Engineering Physics I (4 cr)
Phys 212, Engineering Physics II (4 cr)

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

J-3-c. Mathematics, Statistics, or Computer Science (3 cr). Mathematical reasoning as a skill and as a theoretical structure has played a crucial role in modern civilization as well as in the everyday lives of individuals. The core curriculum requirement in mathematics, statistics, or computer science should, therefore, foster both an appreciation for the aesthetic and historical dimensions of these areas and a sense of their practical necessity.

Mathematics, statistics, and computer science courses help students develop analytical, quantitative, and problem solving skills by involving them 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: (1) an understanding of key terms and concepts including a historical perspective of their origins and (2) the ability to recognize, analyze, and solve problems.

CS 101, Introduction to Computer Science (3 cr)
CS 112, Introduction to Problem Solving and Programming (3 cr)
Math 123, The Spirit of Mathematics (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)
Stat 150, Introduction to Statistics (3 cr)
Stat 251, Principles of Statistics (3 cr)

J-3-d. General Core Studies (GCS). 18 credits including the following:

- (1) **Core Discovery:** ~~One course from CORE 401103-149 or and one course from CORE 402153-199 (at least one course).~~
- (2) **Cluster Courses:** Three courses (minimum 8 credits) chosen from one ~~UCGE (University Committee on General Education)~~ approved core cluster. (Students in the University Honors Program are not restricted to the core cluster courses, but may elect to choose Honors courses.) ~~The three courses must include at least two different disciplines, one upper-division course and must include one upper-division course, and can include no more than one 100-level course, at least two different disciplines. CORE courses may not be used to satisfy the discipline requirement.~~
- (3) **International Course:** One ~~UCGE~~ approved international course with a contemporary international or global focus.
- (4) **Humanities/Social Sciences:** 14 credits in a combination of humanities and social science courses with a minimum of six credits in humanities and six credits in social sciences.

Additional credits to total the required 18 credits may be selected from courses in any core cluster, the international course listing and the ~~UCGE~~ approved listing of ~~general elective core fine arts and capstone~~ courses.

~~Core Discovery courses and the cluster courses may also be international courses as well as humanities or social science courses.~~—A course may be used toward more than one of the above requirements but may count only once toward the required 18 credits. ~~Courses used to satisfy requirements in J-3-a, J-3-b, and J-3-c may not be used toward the above requirements.~~

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

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

This request is for a new degree, a Master of Arts in Philosophy (M.A. Phil.), administered collaboratively by the Departments of Philosophy at the University of Idaho and Washington State University. The proposal builds on the strengths of these two departments, which already have a long history of close collaboration. Each department currently operates a thriving undergraduate Philosophy program, though neither at this time has a graduate program. Faculty from the two departments would together constitute the graduate faculty of the proposed program. Students in the program, while formally enrolled at either the UI or WSU, would have the opportunity to take advantage of the faculty, facilities, and other resources at the other institution. Graduate-level courses will be cross-listed and, where appropriate, offered electronically. Through such a collaborative program with a shared curriculum, the two institutions can offer a comprehensive course of philosophical study, aimed at serving a variety of student interests and goals; in addition, the program meets three objectives associated with the State Board of Education's Statewide Plan for Higher Education and four objectives associated with the UI Strategic Plan. The Department of Philosophy at WSU has received approval from the Washington Higher Education Coordinating Board for a draft proposal and they are currently shepherding their proposal through committee, thereby making our efforts at the UI time critical.

The M.A. Phil. will be a credential in the discipline that indicates professional-level expertise and preparedness to do Ph.D. work at a top-flight program. Due to the cooperative nature of the program, a minimal commitment of new resources will be required. Although the program is by design a collaborative effort, the Philosophy Department at each institution will develop an area of specialization or concentration. The UI program will emphasize Environmental Philosophy; the WSU program will offer an option in Ethics. The Program in Environmental Philosophy will enable the UI Philosophy Department to offer short courses and seminars for professionals in business, industry, and government on matters of public concern in Idaho, such as environmental ethics, natural resource policy, environmental justice, and professional ethics. These seminars and short courses will be presented not only on the UI Moscow campus, but also statewide at the UI Centers in Boise, Coeur d'Alene, and Idaho Falls, and elsewhere through the World Wide Web or by compressed video link.

Through its Program in Environmental Philosophy, the proposed graduate program will build on existing strengths at the UI by complementing several graduate programs that emphasize environmental science and natural resource policy. It will fill an open niche in environmental studies at the UI by providing a rigorous and structured philosophical setting to explore the increasingly complex conceptual, ethical, and metaphysical sides of environmental and natural resource policies, issues, and controversies. As such, it will provide a bridge between the humanities and the sciences. By design, the Program in Environmental Philosophy will encourage students to combine their philosophical studies with academic work in other disciplines and professional fields in order to gain a broad and deep understanding of the complex nature of environmental problems. In addition to providing a comprehensive program of graduate study in Philosophy, the proposed program will seek to foster an integrated, interdisciplinary, and coherent approach to environmental problem solving. As a part of this mission, the program would seek to develop service outreach programs through distance and on-site educational programs. To meet these objectives, the curriculum for the Program in Environmental Philosophy includes courses in many disciplines outside Philosophy.

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

There are no accrediting agencies for the discipline of philosophy. The principal learned society in Philosophy is the American Philosophical Association (APA). The APA does not have any involvement in accreditation or evaluation of programs, nor does it set formal standards for the profession. In order to ensure the highest quality of programmatic structure and performance, we will assemble an Advisory Board of academics and professionals from business, industry, and government. The purpose of the Philosophy Advisory Board will be to provide input on the initial structure of the proposed graduate program, especially the Program in Environmental Philosophy, and to provide periodic reviews and assessments of program performance and relevance to students and professionals statewide and regionally. The initial design and structure of this proposed graduate program is the product of the full faculty of the Department of Philosophy, together with the WSU Philosophy faculty, and in consultation with several collaborative faculty in departments drawn from several colleges and departments on the UI campus.

The Curriculum Committee for the College of Letters, Arts, and Social Science, the University Graduate Council, the University Curriculum Committee, Faculty Council, the general faculty, and the UI Administrative Board will also be reviewing this proposal.

3. Duplication—Is this request unique to the system? If not, briefly describe the rationale for the duplication.

This program would be unique to the system. There are no graduate programs in philosophy in the State of Idaho, making it one of only four states in the country that lack such a program. In addition, this would be one of only two M.A.-only graduate programs in philosophy at a public institution in the Northwest, and only one of three institutions in the United States where one can earn an M.A. degree with an emphasis in environmental philosophy.

4. Succinct statement of need for program or program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, DPTE Form Attachment B, for professional-technical education requests.

Need: The proposed graduate program aims to rectify the absence of opportunity for Idaho residents to pursue graduate study in Philosophy in their home state. In addition, the program will further provide students and professionals in Idaho, Washington, and elsewhere in the West with the opportunity to pursue advanced study regarding matters of ethics, values, and social policy relevant to their employment or professional ambitions and of particular concern to the people, economy, and environment of the State of Idaho. In particular, through its Environmental Philosophy option, it will provide environmental, ethical, and conceptual studies at the graduate level to those who wish to investigate environmental and ecological business and policy in Idaho and the Pacific Northwest. Finally, the program will fill an unmet need in the current UI graduate program offerings related to the environment and natural resources by offering philosophical and analytical coursework complementary to the wide variety of strong technical and scientific offerings.

Demand: Program viability requires an enrollment of eleven graduate students at the UI. The undergraduate philosophy programs at both the UI and WSU have more than doubled their number of majors over the past several years, indicating an increase in undergraduate interest in philosophy. This conclusion is also supported by the results of a study on undergraduate interest in graduate study in philosophy conducted by the two departments in their respective states. (See Appendices 4 and 5, Full Proposal.) The outreach component of this program promises to increase the number of participating students statewide. In addition, there will also be involvement of students from other environmental programs on the UI and WSU campuses at the course level, augmenting the enrollments of specific graduate courses offered in the department. Taken together, all of these considerations suggest that we should have no trouble meeting our enrollment targets. (It should be noted that M.A. programs in the West have enrollments that exceed our targets—see p. 24, Full Proposal.)

Employment Potential: Graduates of this program will fall into three categories: (1) those who pursue further graduate education, (2) those who are mid-career and return to their career when finished, and (3) those who change careers as a result of their work in the program. The first group will include students who use the M.A. degree to gain entry into a Ph.D. program in philosophy or a related area or a J.D. program. The quality of the combined faculty coupled with the quality of the associated opportunities, such as the Inland Northwest Philosophy Conference and the planned summer institutes, will enhance the chances of graduates to gain entry into top programs in philosophy, law, or related disciplines. The second group will include environmental professionals who wish to acquire a conceptual framework for grappling with environmental issues, many of whom will complete the degree through off-campus instructional opportunities. The third group will include those who use the philosophical education to position themselves for entrance into careers that involves application of philosophical concepts and techniques, such as environmental policy work, medical ethics, and business ethics. Because of the tracks in environmental philosophy and ethics, we believe that this program has as much employment potential as any other M.A.-only philosophy program.

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

This proposed collaborative graduate degree program in Philosophy satisfies the State Board of Education's Statewide Plan for Higher Education by meeting the following goals and strategies as set forth in Directions for Higher Education in Idaho: (1) It encourages expanded curricular response to the technologies; (2) It maintains and enhances strong graduate education; and (3) It avoids unnecessary duplication of effort by utilizing existing course work in current programs.

The proposed program also stimulates a broad range of cooperative ventures, both within the State of Idaho and across state lines. Furthermore, it encourages maximum use of technology and promotes Idaho’s economic revitalization through technology transfer by supporting basic and applied, issue oriented research that results in the timely application of new knowledge, primarily through its association with other environmental programs as well as environmental businesses and industries within the state.

The M.A. Program here proposed will contribute to the teaching and research missions of the University by contributing to two broad initiatives that have been shaping the curricular and scholarly concerns of the UI in recent years, viz., the development of a strong, cross-discipline university focus on environmental science, and the fostering of critical thinking. In addition, it will serve the teaching, research, and service missions of the UI in other ways: (1) the program will advance the teaching mission by institutionalizing the collaboration between the Departments of Philosophy at the UI and WSU, (2) contributions to research and scholarship will emphasize the various conceptual and philosophical aspects of environmental studies, including ethics, epistemology, and metaphysics, (3) the M.A. program will contribute to the service mission of the University through its unique connection to the Inland Northwest Philosophy Conference, jointly organized and hosted by the two philosophy departments, and (4) the program would enable the Department of Philosophy at the UI to compete for national leadership in the field of Environmental Philosophy. Offering a program of graduate study in Philosophy at the UI also serves university-wide goals for graduate education and research, as set forth in the 1998 UI Strategic Plan, Section 2. In particular, it is consistent with the following Objectives found in Section 2:

- o Objective 1: “Ensure that each graduate and professional degree program is academically strong, and enhance global prominence in selected areas;”
- o Objective 2: “Optimize the quality, size, and diversity of the graduate student enrollment;”
- o Objective 3: “Increase the university’s contribution to disciplinary knowledge, consistent with that of a competitive Carnegie Research University I, and to the application of knowledge, consistent with our land-grant university mission;” and
- o Objective 4: “Expand research partnerships with business and industry, communities, and private and public institutions.”

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

Estimated Fiscal Impact:	<u>FY 04</u>	<u>FY 05</u>	<u>FY 06</u>
A. <u>Source of Funds</u>			
1. Appropriated-reallocation	<u>\$82,548</u>	<u>\$84,723</u>	<u>\$86,023</u>
2. Appropriated-new	<u> </u>	<u> </u>	<u> </u>
3. Federal	<u> </u>	<u> </u>	<u> </u>
4. Other: <u>Grants</u>	<u>\$23,049</u>	<u>\$22,531</u>	<u>\$16,152</u>
B. <u>Nature of Funds</u>			
1. Recurring *	<u>\$96,697</u>	<u>\$99,954</u>	<u>\$102,175</u>
2. Non-recurring**	<u>\$8,900</u>	<u>\$7,300</u>	<u>\$0</u>
Grand Total	<u>\$105,597</u>	<u>\$107,254</u>	<u>\$102,175</u>

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

1. Describe the nature of the request.

This request is for a new, research intensive Ph.D. program in Food Science at the University of Idaho (UI). The program will be offered on the Moscow campus by the Department of Food Science and Toxicology (FST) in the College of Agricultural and Life Sciences. Students will be required to meet graduate program requirements outlined by the College of Graduate Studies, along with specific additional requirements established by the department. The Ph.D. degree in Food Science is a research intensive degree. Students will be required to complete an independent research project under the guidance of a major professor and write and defend a dissertation reflecting original thought.

No additional faculty, staff, space, equipment, or courses are needed. The program will be funded by reallocation (less than \$150,000 per year) within the existing Food Science graduate program. Students will take courses at both UI and in the Department of Food Science and Human Nutrition (FSHN) at Washington State University (WSU) under the existing Memorandum of Understanding "UI/WSU Coordinated Program in Food Science" approved in April 1997 (please refer to the attached document). Our students will interact with faculty at both universities allowing for a more diverse education and access to faculty expertise and research facilities at both institutions.

2. Quality

There is no formal accreditation procedure for graduate programs in Food Science. The primary professional society of food scientists is the Institute of Food Technologists (IFT). This society has over 28,000 members world-wide. IFT reviews the quality of undergraduate Food Science programs every 5 years (UI underwent a review in 2002), but does not review graduate programs at this time.

The FST faculty will continuously assess program quality using alumni surveys, employer satisfaction surveys and other indices of student performance, such as:

- Number of Ph.D. applications for admission
- Scores on GRE exams of entering students
- Average GPA of admitted Ph.D. students
- Number of Ph.D. students enrolled
- Number of Ph.D. students receiving national scholarships
- Number of graduate student awards at national competitions
- Number of peer-reviewed publications derived from dissertation research
- Number of Ph.D. degrees awarded
- Placement of Ph.D. graduates
- Summary of employer satisfaction surveys for recent graduates
- Summary of alumni surveys

Program quality will be reviewed annually by FST External Advisory Board to make sure graduates meet expectations of the food industry. The External Advisory Board is made up of eight individuals from the food and allied industries, relevant trade associations and state governmental organizations.

The program will also undergo a comprehensive review every 5 years organized by the USDA Cooperative State Research, Education and Extension Service. The review is initiated by formal request of the Dean of the College of Agricultural and Life Sciences. The review team is generally comprised of 4-5 external reviewers selected from universities and food companies from around the nation. The review team typically spends 4-5 days on-site reviewing the teaching, research and extension programs of the department.

Should the University or SBOE determine that an external review of the program proposal is necessary, we suggest contacting the following department heads of well-established Food Science programs around the nation:

Dr. Robert McGorin
Department of Food Science
Oregon State University
Corvallis, OR 97331-8575
541-737-8737
mcorrin@bcc.orst.edu

Dept. Food Science and Human Nutrition
Michigan State University
East Lansing, MI 48824-1224
517-355-8474, ext. 100
uebersax@msu.edu

Dr. Faye Dong
Dept. Food Science and Human Nutrition
University of Illinois
Champaign, IL 61801
217-244-4498
fayedong@staff.uiuc.edu

Dr. Clark Brekke
Dept. Food Science and Technology
University of Tennessee
Knoxville, TN 37901-1071
865-974-7331
cbrekke@utk.edu

The names of additional reviewers can be provided upon request.

Dr. Charles Shoemaker
Dept. Food Science and Technology
University of California, Davis
Davis, CA 95616-8598
530-752-8079
cshoemaker@ucdavis.edu
Dr. Mark Uebersax

2a. Curriculum:

Guidance Committee. Composition of the 4-member graduate committee will follow guidelines established by the graduate school. The student will prepare, in conference with the major professor and committee, a Ph.D. degree study plan outlining all course work to be completed to fulfill the requirements for the degree.

Academic Requirements. Credit requirements for the Ph.D. are established by the College of Graduate Studies. Ph.D. students are required to complete 78 credits beyond the B.S. degree. Students must take 52 credits at the 500 level and above, and at least 33 credits of the 78 credits must be in courses numbered other than 600 (Doctoral Research and Dissertation).

Background courses (14 credits). Background courses are required to ensure students have a common background in key disciplinary areas. Equivalent courses taken as an undergraduate or part of the M.S. degree will satisfy these requirements.

1. Food Chemistry – FST 460 and FST 461
2. Food Safety and Microbiology - FST 416 and FST 417
3. Food Processing and Engineering – FST 433 or FST 570
4. Statistics – STAT 401

Core courses (13 credits). Students will be required to take 13 credits in core Food Science courses at the graduate level. Courses that satisfy this requirement include:

1. FST 501 Seminar (1 cr). Students will be required to take 1 credit of FST 501 Seminar to learn how to prepare and present oral and poster technical presentations.
2. FST 590 Food Science Research Seminar (2 cr). FST 590 is a seminar series designed to introduce students to a range of current research topics in Food Science.
3. FST 588 (2 cr). Students will be required to take FST 588 Food Science Teaching Practicum for 2 credits to learn teaching techniques and gain first-hand teaching experience.
4. Other FST coursework (9 cr). Other required core FST course work will be determined by the student's major professor and graduate committee.

Broadening courses (9 credits). Students will be required to take at least 9 credits of course work outside the discipline in a supporting area. Broadening courses, generally determined by the research project and at the graduate level, may be taken in a variety of disciplines including microbiology, biochemistry, engineering, nutrition, and statistics, among others.

Research credits (FST 600, minimum of 30 credits). All students will be required to complete a research project under the direction of a major professor and graduate committee. Upon approval of the dissertation project outline by the major professor and guidance committee, the student will prepare a research proposal for presentation and discussion at the preliminary exam.

Examinations. The preliminary exam will usually be given during the student's fifth semester in the program and consist of three components: a written general subject exam, a written research proposal and an oral examination. The purpose of the written general subject exam is to evaluate the student's ability to integrate and apply knowledge obtained in the background and core courses recommended for the Ph.D. program to general problems in Food Science. After passing the written general exam, the student will be required to write a research proposal describing their dissertation research. The research proposal will be written in the format of a federal research grant and presented in a public seminar. The purpose of the preliminary oral exam, conducted in closed session with the FST faculty and student's dissertation committee, is to evaluate the student's preparation and knowledge in the research area to determine their potential to communicate ideas, design experiments, conduct research and interpret data. After passing the preliminary exam and completing the laboratory based research project, the student will write a dissertation and defend the dissertation publicly during a final oral exam. Ph.D. dissertations are expected to represent significant, original contributions to research. The dissertation research will typically be submitted for publication in the form of 2-3 refereed scientific articles in professional journals.

Graduate courses offered by the Department of Food Science & Toxicology

The UI and WSU have a cooperative program in Food Science that allows graduate students from both universities to participate in a joint curriculum. Our students interact with faculty at both universities allowing for a more diverse education and expanded access to research facilities. Both UI and WSU faculty co-teach many of these courses. Ph.D. students from WSU are enrolled in our courses.

FST 416 Food Microbiology (2 cr), Purpose for enumeration, detection, and identification of microorganisms in food products; physical, chemical, and environmental factors influencing growth and survival of foodborne microorganisms; pathogenic and spoilage microorganisms in food and their control. Prerequisite: MMBB 154 or 250.

FST 417 Food Microbiology Laboratory (2 cr), Methods for enumeration, detection and identification of spoilage and pathogenic microorganisms in food. Two 3-hr labs a week. Prerequisite or corequisite: FST 416

FST 433 Agricultural Processing Systems (3 cr), Principles of heat transfer, steam, air-vapor mixtures, refrigeration and fluid flow as applied to commodity processing and storage.

FST 460 Food Chemistry (3 cr), Fundamentals of food chemistry; composition of foods and the changes that occur during processing. Prerequisite: Chem 275, 276, MMBB 380.

FST 461 Food Chemistry Laboratory (1 cr), Experiments related to properties, reactions, and interactions of chemical components of foods.

FST 462 Food Analysis (4 cr), Introductory food analysis; methods common to many food commodities. Prerequisite: Chem 275, 276, MMBB 250.

FST 482 Food Process Engineering Design (3 cr), Fundamentals for design of food processing systems; food properties; thermal and physical processes. Prerequisite: FST433.

FST 489 Food Product Development (3 cr), Course serves as a capstone experience for Food Science seniors, and will require the application of food chemistry, food processing/engineering, microbiology course knowledge in formulating a new food product. Prerequisites: FST 303, FST 416, FST 460 or permission.

FST 500 Master's Research and Thesis (credits arranged).

FST 501 Seminar (credits arranged). Prerequisite: permission

FST 502 Directed Study (credits arranged). Prerequisite: permission

FST 504 Special Topics (credits arranged). Prerequisite: permission

FST 505 Principles and Methods of Toxicology (3 cr), Principles of modern, predictive toxicology; actions, biological disposition, and environmental fate of natural products, drugs, pesticides, food chemicals, and pollutants.

FST 506 Principles of Pharmacology (2 cr), Fundamental mechanisms of drug action and the factors that modify drug responses; autonomic and cardiovascular pharmacology.

FST 509 Principles of Environmental Toxicology (3 cr), Fundamental toxicological concepts including dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants, target organ toxicity and teratogenesis, mutagenesis, and carcinogenesis; chemodynamics of environmental contaminants including transport, fate, and receptors; chemicals of environmental interest and how they are tested and regulated; risk assessment fundamentals. Registration for 509 requires preparation of an additional in-depth report. Prerequisite: Biol 100 or Biol 201, Chem 111, Chem 275; Chem 113 and Stat 251 recommended.

FST 510 Advanced Food Chemistry (3 cr), Chemical, physical, and toxicological properties of water, vitamins, pigments, synthetic colors, minerals, miscellaneous food additives, and natural toxicants. Prerequisite: MMBB 380. (Offered alternative years)

FST 512 Food Carbohydrates and Lipids (3 cr), Occurrence, structure, properties and functions of carbohydrates, lipids and proteins in foods. Prerequisite: MMBB 380. (Offered alternative years)

FST 513 Food Proteins and Enzymes (2 cr), Chemistry/biochemistry of proteins/enzymes applied to food research and industry; protein functionality/enzyme technology application to food industry.

FST 527 Transmission Electron Microscopy (3 cr), Discussion and application of basic skills required in use of transmission electron microscope, including simple specimen preparation techniques and photographic darkroom skills. Additional projects/assignments required for graduation credit.

FST 529 Dairy Products (3 cr), Dairy chemistry, microbiology, sanitation, product development and processing from cow to consumer. Prerequisites: MMBB 250 and 300.

FST 532 Metabolism of Drugs and Toxins (2 cr), Pathways, enzymology, and mechanisms of metabolism of drugs, environmental contaminants, and other xenobiotics; pharmacological and toxicological impact of metabolism. (Offered alternative years)

FST 540 Biological Electron Microscopy (4 cr), Application of biological specimen preparation techniques in EM, including ultramicrotomy and use of specific stains. Registration for FST 540 requires completion of a written report. Prerequisite: FST J427/J527).

FST 541 Scanning Electron Microscopy (3 cr), Theory and principles of scanning electron microscopy as investigative tool; includes operation and maintenance of electron microscope, specimen preparation, and photographic darkroom procedure. Students registering for FST 541 are required to complete an additional research paper.

FST 564 Food Toxicology (3 cr), General Principles of toxicologic evaluation of chemicals which intentionally or unintentionally enter the food chain. Toxicology of food additives, colors, preservatives, drugs, pesticides and natural toxins in foods and risk characterization. Prerequisites: MMBB 300 or 380.

FST 565 Wine Microbiology and Processing (3 cr), Technical principles related to the processing and fermentation of wines with an emphasis on microbiology. Prerequisites: MMBB 250 or 300.

FST 570 Advanced Food Technology (3 cr), Physical principles of food preservation and recent advances in food technology. Additional projects/assignments required for graduate credit. Prerequisite: FST 416, FST 433 or permission.

FST 587 Food Process Engineering Design (3 cr), Fundamentals for design of food processing systems; food properties; thermal and physical processes. Prerequisite: FST 433.

FST 590 Food Science Research Seminar (1 cr max. arr.) Current topics and research in food science and related areas. Prerequisite: Perm.

One new course is required to meet Ph.D. program requirements.

FST 588 Food Science Teaching Practicum (1-3), Supervised teaching in a university setting. Prerequisite: Admission to food science graduate program and permission of department.

No additional course work is required to implement a Ph.D. degree. However, several of our newer faculty members will be developing graduate courses within the next 2 years in their areas of specialization.

2b. Faculty in the Department of Food Science and Toxicology

Each graduate faculty member will have the opportunity to direct Ph.D. students. More information about faculty research interests can be found at the department website <http://www.ag.uidaho.edu/fst>. Collectively, the FST faculty have served as the major professor or dissertation research advisor of over 28 Ph.D. students to-date at other universities or in other departments. The FST faculty have also served on over 49 Ph.D. graduate committees. No additional faculty members are required to implement the program. The demands of the Ph.D. program can be met by reallocation within the current faculty workload.

Name	Current Rank	Highest Degree	Time Commitment	Specialty
Larry Branen	Professor	Ph.D. Purdue Univ.	10%	Food chemistry, food safety
Jeffry Culbertson	Associate Professor	Ph.D. Washington St. Univ.	10%	Food chemistry, food processing
Jerry Exon	Professor	Ph.D. Univ. of Idaho	10%	Food toxicology, food safety, immunotoxicology, carcinogenesis
Kerry Huber	Assistant Professor	Ph.D. Purdue Univ.	10%	Food chemistry, starch chemistry, Wheat and potato quality
Open	Research Assistant Professor	Ph.D.	10%	Molecular biology, bio-electronic detector systems
Gregory Moller	Associate Professor	Ph.D. Univ. Calif., Davis	10%	Toxicology, analytical chemistry
Denise Smith	Professor	Ph.D. Washington St. Univ.	15%	Food chemistry, food safety, meat and dairy product quality and safety
Pawan Singh	Assistant Professor	Ph.D. Purdue Univ.	10%	Food engineering, rheology
Patricia Talcott	Associate Professor	Ph.D. Univ. Idaho, D.V.M. Washington St.	5%	Veterinary toxicology
Gulhan Yuksel	Assistant Professor	Ph.D. Univ. Wisconsin	10%	Food biotechnology, food safety, food microbiology
Paul Kuber*	Adjunct Assistant Professor (from Animal Vet Sci)	Ph.D. Washington St. Univ.	3%	Meat science/quality/processing
Brian He*	Adjunct Assistant Professor (from Biol. Agr. Engin.)	Ph.D. Univ. Illinois	3%	Food and biosystems engineering

*Adjunct approval process in progress.

2c. Students

We anticipate enrolling 9-10 full-time Ph.D. students in the program at any one time. Most students will have M.S. degrees in Food Science or related fields such as Microbiology, Chemistry, Biology, Biochemistry, Nutrition, Plant Science, Animal Science, or Agricultural Engineering. We expect students to enroll from other universities in Idaho, from across the United States and from several foreign countries. We will recruit students from around the globe, but focus on students in the Northwest.

A Ph.D. degree in Food Science will not draw students away from other majors at the UI, but will attract new students to the University. The department will enroll fewer M.S. students. All students admitted into the Ph.D. program will be supported on assistantships, fellowships or scholarships. The primary source of student support will be via assistantships from faculty research grants, but a few will qualify for existing teaching assistantships and Idaho Experiment Station research assistantships.

2d. Infrastructure Support

The program will be administered by the Head of FST (0.15 FTE). Departmental staff support, analytical instrumentation and laboratory space, and library resources are adequate to support a Ph.D. program.

2e. Future plans (discuss future plans for expansion or off-campus delivery)

There are no immediate plans to offer this research-based degree at off-campus locations.

3. Duplication

The UI currently offers B.S. and M.S. degrees in Food Science. We are the only Food Science program in Idaho. Approximately 35 land-grant universities in the United States offer the Ph.D. degree in Food Science. In the west, only Utah (Utah State), Oregon (Oregon State), California (UC-Davis, Cal Poly) and Washington (Washington State) offer a Ph.D. in Food Science. Montana, Wyoming, Nevada, New Mexico, Arizona, South Dakota and North Dakota do not offer a Ph.D. degree in Food Science.

The Department of Food Science and Toxicology at the UI and the Department of Food Science and Human Nutrition at WSU offer highly collaborative teaching, research and extension programs. In fact, the two departments engage in more collaborative activities than any other departments at the two schools. The FSHN at WSU has 10 graduate faculty in Food Science, as well as 14 M.S. and 13 Ph.D. students pursuing degrees in Food Science. There are numerous opportunities for our students to interact with research faculty in Food Science at WSU. The proximity of the two departments and our willingness to collaborate will strengthen the Ph.D. programs at both universities. Each faculty has graduate status at the other university. The graduate teaching component of the Ph.D. degree will be offered as a cooperative program under existing arrangements with the FSHN at WSU (please refer to the attached document). Several graduate courses are co-taught by faculty from both universities. Food Science faculty at the two schools currently serve jointly on M.S. and Ph.D. graduate committees, faculty search committees, graduate and undergraduate curriculum committees, and promotion and tenure committees. All UI Food Science faculty already participate in the written portion of the Ph.D. preliminary exams at WSU. Faculty also collaborate on grant proposals and research projects, and have published joint publications. Research seminars are coordinated and attended by faculty and students in both departments. A letter of support for this request is provided by Dr. Alan R. McCurdy, Chairperson of the Department of Food Science and Human Nutrition at Washington State University (see attached letter).

4. Centrality

The UI is a research-extensive, land-grant institution “committed to undergraduate and graduate-research education. (1).” The Idaho State Board of Education has listed agriculture as one of the primary emphasis areas of the institution. Teaching, research and extension activities in FST are directly linked to the land-grant, agricultural mission of the University of Idaho.

The College of Agricultural and Life Sciences has established five priority areas:

- Competitive Agriculture
- Community Development
- Natural Resources and the Environment
- Health, Food Safety and Quality
- Youth and Families.

The Ph.D. program in Food Science will add significantly to the impact of the college in the Health, Food Safety and Quality area. The program will also impact the Competitive Agriculture, Community Development and Natural Resources and the Environment emphasis areas.

5. Demand for the program

Food Science is the scientific discipline supporting the nation’s largest manufacturing industry. Food processing is the largest manufacturing employment sector in the state and adds significant value to Idaho’s raw farm commodities. The food and beverage manufacturing industry employs more than 16,460 people in Idaho, adding \$4.1 billion to the state’s economy (2). There are over 250 food processing operations in Idaho, ranging from cottage industries to multi-national corporations. Some of the food companies in Idaho include Simplot, Kraft, Basic American Foods, Nonpareil, Jerome Cheese, Heinz, Purely Supreme and Clear Spring Foods.

Food scientists are employed around the world by large and small food processing companies, food ingredient suppliers, food quality assurance and testing labs, federal and state governmental agencies, and academia. Food science is a multidisciplinary science that applies biology, chemistry, nutrition, engineering, and other sciences to improve the safety and quality of food products, develop new food products, and design new, safer, and more energy efficient food processes. Food scientists work to enhance the quality of foods through biotechnology, as well as improve the microbial and chemical safety of foods. Food scientists develop new food ingredients and new food products, extend the shelf life of foods, improve food quality, devise new processing technologies and work to reduce processing waste. All of the food products in a grocery store and many foods offered on restaurant menus have been developed and tested by food scientists.

Career opportunities for graduates are excellent and starting salaries are highly competitive. According to a recent USDA report (3), food scientists are predicted to see a strong employment market through 2005 and beyond. We achieve 100% job placement of our B.S. and M.S. students, and national trends indicate we can expect the same outcome for our Ph.D. students. The median starting salary for a Ph.D. in Food Science is \$60,000 annually (4).

Demand for graduate studies in Food Science is high around the nation. The largest number of graduate applications in the College of Agriculture and Human Ecology at Washington State University during spring semester 2002 was from students interested in Food Science. Demand for our revitalized graduate program in Food Science is increasing. Graduate applications for our M.S. degree program have increased from 7 in 1999 to 28 in 2000. We received over 47 inquiries about our graduate program from June to August 2002 (a 3 month period). At least 12 of these students asked specifically about a Ph.D. program in Food Science. There are currently 10 M.S. Food Science students, and 2 Ph.D. and 3 M.S. Environmental Science (interdisciplinary program) students in our department. As our new faculty continue to build their research programs and bring in additional grant support, we anticipate being able to accommodate 20-22 Food Science graduate students in the department. Based on national norms within the discipline, we expect this to translate to 12-13 M.S. students and 8-9 Ph.D. students.

FST faculty are currently serving as dissertation advisors of Ph.D. students enrolled in other departments, because the complexity of much of the research being undertaken by FST faculty requires Ph.D. level students. This arrangement is not ideal for the student, the faculty member, or the department. Advising Ph.D. students from other departments allows research projects to be completed, but the students are not well prepared for careers in Food Science.

As stated above in 2c. Students, we expect students to enroll from other universities in Idaho, from across the United States and from several foreign countries. We will recruit students from around the globe, but focus on students in the Northwest. A Ph.D. degree in Food Science will not draw students away from other majors at the UI, but will attract new students to the University. The department will enroll fewer M.S. students.

6. Resources – fiscal impact and budget

The Ph.D. program in Food Science will be funded by internal allocation of existing dollars.

I. PLANNED STUDENT ENROLLMENT ¹		FY04		FY05		FY06
A. New Enrollments		3		3		3
B. SHIFTING ENROLLMENTS		0		0		0
Total Enrollment		3		6		9
II. EXPENDITURES	FTE	FY04	FTE	FY05	FTE	FY06
A. Personnel Costs						
1. Faculty ²	0.7	\$53,040	0.7	\$54,101	0.7	\$55,183
2. Administrators ³	0.15	\$14,552	0.15	\$14,842	0.15	\$15,140
3. Adjunct faculty	0	0	0	0	0	0
4. Graduate/instructional assistants ⁴	0	0	0	0	0	0
5. Research personnel	0	0	0	0	0	0
6. Support personnel ⁵	0.25	\$6,250	0.25	\$6,375	0.25	\$6,503
7. Fringe benefits		\$21,419		\$21,849		\$22,286
TOTAL FTE PERSONNEL AND COSTS	1.1	\$95,261		\$97,167		\$99,112
B. Operating Expenditures						
1. Travel ⁶		\$1,000		\$1,000		\$1,000
2. Professional services		0		0		0
3. Other services		0		0		0
4. Communications ⁷		\$1,500		\$1,500		\$1,500
5. Utilities		0		0		0
6. Materials & supplies ⁸		\$1,000		\$1,000		\$1,000
7. Rentals		0		0		0

8. Repairs & maintenance	0	0	0
9. Material & goods for manufacture & resale	0	0	0
10. Miscellaneous	0	0	0
Total Operating Expenditures	\$2,500	\$2,500	\$2,500
C. Capital Outlay			
1. Library resources ⁹	0	0	0
2. Equipment	0	0	0
Total Capital Outlay	0	0	0
D. Physical Facilities			
E. Indirect Costs (overhead)	0	0	0
GRAND TOTAL EXPENDITURES	\$97,761	\$99,667	\$101,612
III. REVENUES			
	FY04	FY05	FY06
A. Source of Funds			
1. Appropriated funds— Reallocation -- MCO ¹⁰	\$97,761	\$99,667	\$101,612
2. Appropriated funds— New – MCO	0	0	0
3. Federal funds ¹¹	0	0	0
4. Other grants	0	0	0
5. Fees	0	0	0
6. Other	0	0	0
GRAND TOTAL REVENUES	\$97,761	\$99,667	\$101,612
B. Nature of Funds			
1. Recurring	\$97,761	\$99,667	\$101,612
2. Non-recurring	0	0	0
GRAND TOTAL REVENUES	\$97,761	\$99,667	\$101,612

Footnotes:

¹ All students in the program are expected to be registered as full-time students.

² Each graduate faculty in the department will devote approximately 10% of their time to the Ph.D. program.

³ The Ph.D. program will be directed by the FST department head as part of regular administrative duties.

⁴ Research assistantships will be funded by extramural grants (federal and other) obtained by the graduate faculty, and are not listed in this budget.

⁵ Internal reallocation will be used to support the salary of one administrative assistant.

⁶ Travel funds will be used to bring 2-4 well-qualified students to campus for a recruiting visit each year. Recruiting trips for graduate students, which have become the norm in Food Science departments, are required if we are to compete for the highest quality graduate students.

⁷ Communications will cover fax, phone and other communication expenses associated with the Ph.D. program.

⁸ Materials and supplies includes program advertising costs and general office supplies to support the program.

⁹ Library resources are adequate to support the program and are supplemented by the WSU library system that has an extensive collection in Food Science and related scientific disciplines.

¹⁰ The program will be funded by internal reallocation using existing funds by shifting some resources from the current M.S. program to the new Ph.D. program.

¹¹ Extramural grants obtained by the faculty will be used to fund research projects and student assistantships. Indirect costs returned from grant funding will be used to maintain and purchase state-of-the-art scientific equipment to supplement equipment funds obtained by the faculty.

References

1. University of Idaho Strategic Plan. 1998. University of Idaho, Moscow, ID.
2. U.S. Census Bureau. 1997 Economic Census: Manufacturing Idaho. http://www.census.gov/epcd/ec97/id/ID000_31.htm
3. Goecker, A.D., Whatley, C.M., and Gilmore, J. 1999. Employment Opportunities for College Graduates in the Food and Agricultural Sciences, United States, 2000-2005. USDA CSREES.
4. Mermelstein, N.H. 2002. Median Starting Salaries Reach \$45,000. Food Technology 56(3):47-52.

III. C. Change the degree in Adult Education (Ed.) to Adult and Organizational Learning (Ed.S.Ad.Ed.)

**IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT
to initiate a**

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS
INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

University of Idaho

Institution Submitting Proposal

College of Education / Adult, Counselor, and Technology Education

Name of College, School, or Division

Name of Department(s) or Area(s)

Indicate if this NOI is for an Academic X or Professional-Technical _____ Program

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

Adult and Organizational Learning (Ed.S.Ad.Ed.)
(degree or certificate)

Proposed Starting Date: May 17, 2004

FOR NEW PROGRAMS ONLY

FOR OTHER ACTIVITY:

Program (i.e., degree) Title & CIP 2000
(CIP assigned upon receipt of NOI in
Provost Office)

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

This Notice of Intent has been approved by:

Jeanne Christiansen 10-25-02
College Dean (Institution) Date

Graduate School Dean (as applicable) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

State Administrator, SDPTE Date

SBOE/OSBE Approval Date

President Date

III. E. Change the degree title Adult Education (M.S.) to Adult and Organizational Learning (M.S.)

**IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT
to initiate a**

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS
INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

University of Idaho

Institution Submitting Proposal

College of Education / Adult, Counselor, and Technology Education

Name of College, School, or Division

Name of Department(s) or Area(s)

Indicate if this NOI is for an Academic X or Professional-Technical _____ Program

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

Adult and Organizational Learning (M.S.)

(degree or certificate)

Proposed Starting Date: May 17, 2004

FOR NEW PROGRAMS ONLY

FOR OTHER ACTIVITY:

Program (i.e., degree) Title & CIP 2000
(CIP assigned upon receipt of NOI in
Provost Office)

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

This Notice of Intent has been approved by:

Jeanne Christiansen 10-25-02
College Dean (Institution) Date

Graduate School Dean (as applicable) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

State Administrator, SDPTE Date

SBOE/OSBE Approval Date

III. F. Consolidate the degrees in Technology Education (B.S.Ed.), Professional-Technical (B.S.Ed.) and of the degrees in Business Education (B.S.Bus.Ed.) and Marketing Education (B.S.Bus.Ed.) into the single degree Professional-Technical and Technology Education (B.S.Ed.)

**IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT
to initiate a**

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS
INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

University of Idaho
Institution Submitting Proposal

College of Education / Adult, Counselor, and Technology Education
Name of College, School, or Division Name of Department(s) or Area(s)

Indicate if this NOI is for an Academic X or Professional-Technical Program

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

Professional-Technical and Technology Education (B.S.Ed.)
(degree or certificate)

Proposed Starting Date: May 17, 2004

FOR NEW PROGRAMS ONLY

Program (i.e., degree) Title & CIP 2000
(CIP assigned upon receipt of NOI in Provost
Office)

FOR OTHER ACTIVITY:

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

This Notice of Intent has been approved by:

Jeanne Christiansen 10-25-02
College Dean (Institution) Date

State Administrator, SDPTE Date

Graduate School Dean (as applicable) Date

Chief Fiscal Officer (Institution) Date

SBOE/OSBE Approval Date

Chief Academic Officer (Institution) Date

President Date

PROFESSIONAL-TECHNICAL AND TECHNOLOGY EDUCATION (B.S.Ed.)

Required course work includes the university requirements (see regulation J-3) and the following:

General Professional-Technical and Technology Education Requirements

- PTTE 351 Principles and Philosophy of Professional-Technical Education (3 cr)
- PTTE 426 Instructional Design and Curriculum (3 cr)
- PTTE 430 Supervising PTTE Student Organizations I (2 cr)
- PTTE 431 Supervising PTTE Student Organizations II (1 cr)
- PTTE 447 Diverse Populations and Individual Differences (2 cr)
- PTTE 464 Career Guidance (3 cr)
- PTTE 472 Professional-Technical & Technology Education Teaching Methods (3 cr)

Completion of one of the following three options:

A. BUSINESS AND MARKETING EDUCATION OPTION

Students whose primary interest is in secretarial and clerical subjects and who wish to qualify for professional-technical certification elect this major. Consult the business education advisor concerning state requirements for the professional-technical education certificate.

The marketing education is for students who are interested in teaching marketing, merchandising, and management at the high-school or postsecondary level. Students electing this major should consult the marketing education advisor concerning state requirements for the professional-technical education certificate.

Requirements include the General Professional-Technical and Technology Education Requirements, the Idaho Technology Competency Certification, the satisfactory completion of the PRAXIS II Content Area Test, and the following:

- Acct 201 Introduction to Financial Accounting (3 cr)
- Acct 202 Introduction to Managerial Accounting (3 cr)
- BLaw 265 Legal Environment of Business (3 cr)
- Bus 101 Introduction to Business Enterprises (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 321 Marketing (3 cr)
- Comm 101 Fundamentals of Public Speaking or Comm 132 Oral Interpretation (2 cr)
- Econ 201, 202 Principles of Economics (6 cr)
- ED 201 Diverse Learners in Schools and Social/Cultural Contexts (3 cr)
- ED 301 Principles of Learning and Development in Education (3 cr)
- ED 302 Curriculum, Instruction, and Assessment Strategies (3 cr)
- ED 401 Professional Role Development (3 cr)
- EDTE 463 Literacy Methods for Content Learning (3 cr)
- Engl 313 Business Writing (3 cr)
- FCS 448 Consumer Economic Issues (3 cr)
- Psyc 101 Intro to Psychology or Psyc 305 Developmental Psychology (3 cr)
- PTTE 102 Advanced Keyboarding & Document Preparation (2 cr)
- PTTE 185 Business Computation Concepts (2 cr)
- PTTE 211 Communication Skills for Workforce Development (2 cr)
- PTTE 415 Microcomputer Applications (3 cr)
- PTTE 418 Consumer Economic Methods (3 cr)
- PTTE 419 Information Processing Management (3 cr)
- PTTE 428 Teaching and Learning Computer Operating Systems for Technology (4 cr)
- PTTE 460 Desktop Publishing (3 cr)
- PTTE 484 Internship in Professional-Technical and Technology Education Teaching (18 cr)
- PTTE 491 Business, Marketing & Retailing Methods (2 cr)
- PTTE 492 Accounting, Personal Finance & Economics Methods (2 cr)
- PTTE 495 Administrative Office Management and Procedures (3 cr)
- Accounting, business, or economics electives (6 cr)
- Electives to total 128 credits

B. PROFESSIONAL-TECHNICAL EDUCATION OPTION

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in postsecondary professional-technical programs. Requirements include the General Professional-Technical and Technology Education Requirements and the following:

PTTE 420 Evaluation in Professional-Technical Education (3 cr)

Professional-technical electives approved by advisor to total 128 credits:

- PTTE 200, 400 Seminar (cr arr)
- PTTE 203, 403 Workshop (cr arr)
- PTTE 204, 404 Special Topics (cr arr)
- PTTE 299, 499 Directed Study (cr arr)
- PTTE 306 Preservice for New Professional-Technical Teachers (3 cr)
- PTTE 307 Inservice for New Professional-Technical Teachers (3 cr)
- PTTE 418 Consumer Economic Methods (3 cr)
- PTTE 470 Technical Competence (1-32 cr)
- Approved course in computer literacy (3 cr)

Additional requirements for PTE students seeking Idaho Secondary Teaching Certificate include the Idaho Technology Competency Certification, the satisfactory completion of the PRAXIS II Content Area Test, and the following:

- Comm 101 Fundamentals of Public Speaking or Comm 132 Oral Interpretation (2 cr)
- ED 201 Diverse Learners in Schools and Social/Cultural Contexts (3 cr)
- ED 301 Principles of Learning and Development in Education (3 cr)
- ED 302 Curriculum, Instruction, and Assessment Strategies (3 cr)
- ED 401 Professional Role Development (3 cr)
- EDTE 463 Literacy Methods for Content Learning (3 cr)
- EDTE 485 Secondary Internship or PTTE 484 Internship in Professional-Technical and Technology Education Teaching (18 cr)
- Psyc 101 Intro to Psychology or Psyc 305 Developmental Psychology (3 cr)

C. TECHNOLOGY EDUCATION OPTION

NOTE: Students must demonstrate competency in welding, metalworking and woodworking.

Requirements include the General Professional-Technical and Technology Education Requirements, the Idaho Technology Competency Certification, the satisfactory completion of the PRAXIS II Content Area Test, and the following:

- Comm 101 Fundamentals of Public Speaking or Comm 132 Oral Interpretation (2 cr)
- ED 201 Diverse Learners in Schools and Social/Cultural Contexts (3 cr)
- ED 301 Principles of Learning and Development in Education (3 cr)
- ED 302 Curriculum, Instruction, and Assessment Strategies (3 cr)
- ED 401 Professional Role Development (3 cr)
- EDTE 463 Literacy Methods for Content Learning (3 cr)
- Engl 317 Technical Writing (3 cr)
- Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
- Psyc 101 Intro to Psychology or Psyc 305 Developmental Psychology (3 cr)
- PTTE 402 Teaching and Learning Principles of Technology (4 cr)
- PTTE 130 Basic Electronics (4 cr)
- PTTE 350 Teaching and Learning Construction Systems (4 cr)
- PTTE 353 Teaching and Learning Advanced Manufacturing Systems Technology (4 cr)
- PTTE 367 Teaching and Learning Computer Aided Drafting/Design (2 cr)
- PTTE 416 Designing Web Sites through HTML & FrontPage (3 cr)
- PTTE 410 Technology and Society (3 cr)
- PTTE 415 Microcomputer Applications (3 cr)
- PTTE 428 Teaching and Learning Computer Operating Systems for Technology (4 cr)
- PTTE 438 Digital Electronics (3 cr)
- PTTE 450 Industrial Safety (3 cr)
- PTTE 462 Teaching and Learning Communication Technology Systems (4 cr)
- PTTE 473 Teaching and Learning Power, Energy, and Transportation Technology Systems (4 cr)
- PTTE 475 LAN Technology (4 cr)
- PTTE 481 Computer Numerical Control Manufacturing (4 cr)
- PTTE 482 Computer Hardware Technology (3 cr)
- PTTE 484 Internship in Professional-Technical and Technology Education Teaching (18 cr)

And one of the following areas:

- a. INDUSTRIAL TECHNOLOGY: 12 credits in approved PTTE courses distributed throughout several technology areas.
- b. INDUSTRIAL TECHNOLOGY SPECIALIZATION: 12 additional credits in a specialized area of technology.
- c. TEACHING MINOR: 20-credit teaching minor to be selected from the list of "Teaching Majors and Minors" in the College of Education (see Part 4).

Electives to total 128 credits

III. G. Consolidate the graduate degree programs Business Education (M.Ed.) and Professional-Technical Education (M.S., M.Ed., Ed.S.P.-T.Ed.) into one graduate degree program, Professional-Technical and Technology Education (M.S., M.Ed., Ed.S.P.-T.Ed.)

**IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT
to initiate a**

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS
INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH**

UNIVERSITY OF IDAHO

Institution Submitting Proposal

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

Adult, Counselor, and Technology Education
Name of Department(s) or Area(s)

Indicate if this NOI is for an Academic X or Professional-Technical Program

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

Professional-Technical and Technology Education (M.S., M.Ed., Ed.S.P.-T.Ed.)
(degree or certificate)

Proposed Starting Date: **Fall 2004**

FOR NEW PROGRAMS ONLY

FOR OTHER ACTIVITY:

Program (i.e., degree) Title & CIP 2000
(CIP assigned upon receipt of NOI in
Provost Office)

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

This Notice of Intent has been approved by:

College Dean (Institution) Date

State Administrator, SDPTE Date

Graduate School Dean (as applicable) Date

Chief Fiscal Officer (Institution) Date

SBOE/OSBE Approval Date

Chief Academic Officer (Institution) Date

President Date

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

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option). **This request is to consolidate two graduate programs, Business Education (M.Ed.) and Professional-Technical Education (M.S., M.Ed., Ed.S.P.-T.Ed.) into one graduate program named Professional-Technical and Technology Education (M.S., M.Ed., Ed.S.P.-T.Ed.).**

2. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.). **The proposed consolidation will increase the quality of the program by making more efficient use of existing resources while still allowing for certification of students in business and marketing education as well as in professional-technical education. Specifically, it will: (a) reduce the number of courses offered, (b) increase the number of courses that students from different service areas (e.g., business education, professional-technical education, technology education) have in common, and (c) still allow for state certification in respective program areas.**

3. Duplication--Is this request unique to the system? If not, briefly describe the rationale for the duplication. **Yes, this request is unique to the system.**

4. Succinct statement of need for program or program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, DPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.). **The Division of Adult, Counselor, and Technology Education works closely with the State Division of Professional-Technical Education to meet the needs and interests of existing and future Professional-Technical Educators statewide with the exception of the southeast corner of the state where Idaho State University works with that population. This request will contribute to meeting the needs/interests of this population more efficiently and effectively. Members of the Division of Adult, Counselor, and Technology Education have worked closely with the State Division of Professional-Technical Education so that the proposed revisions meet certification and recently approved standards.**

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality). **The University of Idaho is a Landgrant University with a rich history of preparing professional-technical educators. While the University of Idaho is the only university in the state of Idaho that does not provide professional-technical education, it is one of two universities that prepares professional-technical educators and does so across the majority of the state.**

6. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):
None Required

IV. Proposed Changes in University Standing Committees Structure and Function.

~~A. Teacher Education Coordinating Committee, Change in Structure~~

SECTION 1640.86
TEACHER EDUCATION COORDINATING COMMITTEE
~~Removed From Consideration~~

B. University Curriculum Committee, Change in Structure

SECTION 1640.91
UNIVERSITY CURRICULUM COMMITTEE

Change the Structure Statement to [add the Chair of the University Committee for General Education as a non-voting member of the University Curriculum Committee.](#)

C. Safety and Loss-Control Committee, Change in Structure

SECTION 1640.76
SAFETY AND LOSS-CONTROL COMMITTEE

Change the Structure Statement to [add the U of Idaho's Risk Management Officer of designee as a voting member.](#)

D. University Committee for General Education, Change in Structure and Function

SECTION 1640.89
UNIVERSITY COMMITTEE FOR GENERAL EDUCATION
[Replace the present handbook entry with the following entry:](#)

FUNCTION

A-1 Establish criteria for, solicit, approve, and assess:

- (a) Core Discovery courses (1)
- (b) Integrated Science courses (1)
- (c) Core Capstone courses (2)
- (d) Core International courses (2)
- (e) Core Fine Arts courses (2)
- (f) Core Cluster themes and courses (2)

(1) UCGE will approve new Core Discovery and Integrated Science courses and report them to the University Curriculum Committee (UCC). UCGE has approval authority for these courses, but must report changes to the UCC, Faculty Council, and Registrar.

(2) UCGE will recommend to UCC changes to the status of these courses as they relate to the core and to cluster themes.

A-2 Monitor, evaluate, and propose changes to the core curriculum.

A-3 Discuss and make recommendations on issues relating to general education at the university

A-4 Report periodically (at least once a year) to the Faculty Council and to the Council of Deans on the status of the core curriculum

[Information on the University Core Curriculum can be accessed at the core website: <http://www.webs.uidaho.edu/core/>]

STRUCTURE

_____ Core Coordinator (Chair, w/o vote)
_____ Vice Provost for Academic and Student Affairs (w/o vote)
_____ Chair of the University Curriculum Committee (w/o vote)

One faculty member, or administrator (e.g., Associate Dean), from each college except Law and Graduate Studies (selected by the college)

_____ Agricultural and Life Sciences
_____ Business and Economics
_____ Education
_____ Engineering
_____ Letters, Arts, and Social Sciences
_____ Natural Resources
_____ Science

Three faculty members who have taught or are teaching a Core Discovery course (appointed by the Core Coordinator)

_____ Core Discovery Representative
_____ Core Discovery Representative
_____ Core Discovery Representative

One faculty member who has taught or who is teaching an Integrated Science course (appointed by the Core Coordinator)

_____ Integrated Science Representative

One faculty member (can include department administrators) from each of the following academic core areas (appointed by the Committee on Committees)

_____ Communication
_____ Mathematical, Statistical, and Computer Studies
_____ Natural and Applied Sciences
_____ Humanities
_____ Social Sciences

Two undergraduate students, appointed by ASUI, representing different colleges

_____ Undergraduate Student Representative
_____ Undergraduate Student Representative