University of Idaho
2007-2008
FACULTY COUNCIL AGENDA

Meeting #12
Tuesday, November 13, 2007, 3:30 p.m.
Ag & Life Science 104; Boise 450C, CDA 112A; IF4 (TAB321b)

Order of Business

I. Call to Order.

II. Minutes.
   - Minutes of the 2007-08 Faculty Council Meeting #11, November 6, 2007

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.
   Faculty Affairs, General Counsel, Human Resources, Staff Affairs:
   FC-08-014: FSH 3065: Affirmative Action & Equal Opportunity Hiring (April Preston)
   FC-08-015: FSH 3085: Recruitment Procedures for UI Employees (April Preston)
   FC-08-016: FSH 3520: H-3. Third Year Review. (Provost)
   University Curriculum Committee:
   FC-08-018a: NOI: College of Science, BS in Chemistry (forensics option)
   FC-08-018b: NOI: College of Science, BS in Chemistry (full proposal)
   FC-08-019: NOI: Ag & Life Science, Extension Nutrition Prog. Certificate (discontinue)
   FC-08-020: NOI: Art & Architecture, Change BFA to BID Interior Design
   FC-08-021: NOI: Business & Economics, Department of Business
   FC-08-022: Regulation J-3
   FC-08-023: Provisional Admittance Policy

VII. Special Orders.

VIII. Unfinished Business and General Orders.
   FC-08-013: FSH 3710: Leave Policies for All Employees

IX. New Business.

X. Adjournment.

Professor Don Crowley, Chair 2007-2008, Faculty Council

Attachments:
Minutes of 2007-2008 FC Meeting #11, November 6, 2007
FC-08-013: Coversheet
FC-08-013a: Proposed revision to amendment
FC-08-014: FSH 3065
FC-08-015: FSH 3085
FC-08-016: FSH 3520 H-3(to be distributed later)
FC-08-018a: NOI: College of Science, BS in Chemistry (forensics option)
FC-08-018b: NOI: College of Science, BS in Chemistry (full proposal)
FC-08-019: NOI: Ag & Life Science, Extension Nutrition Program Certificate (discontinue)
FC-08-020: NOI: Art & Architecture, Change BFA to BID Interior Design
FC-08-021: NOI: Business & Economics, Department of Business (combined)
FC-08-022: Regulation J-3
FC-08-023: Provisional Admittance Policy
Present: Adams (w/o vote), Baker, Boisen (sitting in for Ch. Williams, w/o vote), Crowley (chair), Fritz, Griff, Guilfoyle, Hubbard, Keim-Campbell, McCaffrey, McCollough, Mihelich, Miller, Murphy, Odom, Ripplinger, Rowland, Schmeckpeper, Schmiege, Sullivan, Wilson Liaisons: Stauffer (Boise), Crepeau (Idaho Falls), Newcombe (Coeur d’Alene) Absent: McDaniel, Ch. Williams, Ci. Williams Observers: 10

A quorum being present, chair Crowley called the meeting to order at 3:32 p.m. in AgSci 104. It was moved and seconded (Miller, Murphy) to accept the minutes of October 23rd, 2007 as distributed. The motion carried unanimously. It was moved and seconded (Wilson, Schmiege) to accept the minutes of October 30th, 2007 as distributed. The motion carried unanimously.

Chair’s Report: The chair expressed his satisfaction with the discussion at last week’s special meeting. He felt there had been progress made on clarification concerning the context of the new health insurance choices. He once more urged council members to prompt their constituents to study the plans carefully before choosing which option they thought best for themselves. The question of whether or not there should be some salary-based tiered structure was a persistent one and should be reviewed before next year’s choices were decided on.

He also reported on the previous day’s President’s Cabinet meeting which had been substantially devoted to hearing a report from Jana Stotler on the current state of the university’s budget. There was about an $800,000 shortfall in budgeted revenue, due very largely to the small decline in enrollments. There was no talk of any budgetary holdback as a result because the university’s increased interest income offset the losses due to enrollment. While a satisfactory solution in the short term, it was one that could not be repeated ad infinitum. He hoped that the council’s University Budget and Finance Committee would be able to look into this situation further and report back to the council before Christmas.

Returning to the issue of replacing John Munson on the Campus Planning Advisory Committee he noted that Professor Adams had indicated his willingness to serve for the remainder of Professor Munson’s unexpired term. It was moved and seconded (Miller, McCaffrey) to appoint Professor Adams to this vacancy. The motion carried unanimously.

Finally he explained that the agenda had been revised by pulling a number of less essential items so that the council could devote its work entirely to those policy items that needed to go to the university faculty meeting on Monday, November 26th.

Provost’s Report: The provost noted that the first parts of the long-awaited Yardley report had been received. They would be reviewed by the Provost’s Council next week and come to Faculty Council on December 4th. In response to a question he said that the report was not “scary” and while not always pretty either, nothing comes as a surprise.
All the following items came as seconded motions from the Faculty Affairs Committee.

**FC-07-051: FSH 6240, Conflicts of Interest or Commitment:** The council returned to the discussion of this section of the Handbook which had been begun two weeks ago. At that time the proposal had been amended so that the employee could indicate that there were no known conflicts of interest by a check-off on the annual position description. Paul Michaud and Senior Associate General Counsel Sharyl Kammerzell, in response to a question noted that, if someone did not fill out the form for when there was a potential conflict, the institution would be pushy in reminding him or her to do so; refusal to comply would be handled on a case-by-case basis as is true now. A question was raised about the use of a faculty-authored textbook in that faculty member’s class. If the royalties were not retained by the author, there was no issue. If the royalties were retained, but the department as a whole had determined that this was the most appropriate textbook, there was no issue. To clarify this issue the presenters accepted as a friendly amendment the addition of the words “from which the faculty member receives income” to 6240, C-2-f. The motion to approve the revisions to 6240, as amended, carried 12-3-3.

**FC-07-052: FSH 6241, Nepotism:** In response to a question about the insertion of “line of supervision” to “direct supervision or control,” Paul Michaud illustrated what was meant by a hypothetical example of a spouse of a dean working as a faculty member in a unit in his or her college. He pointed out that it was usually possible to work out alternative evaluation or reporting lines for people in a nepotic relationship. There was considerable discussion about the inclusion of domestic partnerships under the heading of those who fell under the nepotism policy. Operationally it might not be always obvious where a domestic partnership existed other than self-disclosure and that self-disclosure could not always be assumed given that there was no benefit to doing so. The distinction between a domestic partnership and a “dating relationship” was also not altogether clear cut.

If the university defined a domestic partnership as “kin” in this policy, how could it then not also do so with regard to other policies? (See discussion below). The point was also made that such provisions made recruitment of new faculty and administrators more difficult. The motion to approve carried 8-5-6.

**FC-06-053: FSH 6243, Organizations and Oaths:** The only change here was that these policy statements were being moved so as to have their own section. The motion carried 16-0-2.

**FC-08-011: FSH 3260, Professional Consulting and Additional Workload:** Most of the recommended changes were to bring this policy into conformity with policies previously discussed. A bit more substantively the definition on consulting had been moved from the preamble, which is not a part of the policy, into the policy itself. Conversely, the Regents’ policy which had been embedded in ours had been removed and replaced by a link to the Regents’ policy so as to not be caught again in our current situation where our policy contained an outdated version of the Regents’ policy. In response to a question it was noted that a visiting faculty appointment whereby the visited institution simply paid the University of Idaho a lump sum to cover a visiting faculty member’s salary and fringe benefits was considered to be the same as the situation where a grant covered salary and fringes; both situations were outside this policy. So too, it was noted in response to another question, were honoraria. The motion to approve carried 12-0-5.
**FC-08-013: FSH 3710, Leave Policies for All Employees:** Paul Michaud presented the extensively revised section noting that the process of revision had been initiated four years ago and been renewed as new administrators had been hired in Human Resources. The result was that these proposals had been through both Staff Affairs and Faculty Affairs twice and had been reviewed by general counsel.

The discussion at this meeting was entirely devoted to section A-3 where “immediate family members” were defined, deliberately if not altogether happily, so as to clearly exclude domestic partners. Several councilors raised the issue of incongruity of these definitions with the university’s policy on non-discrimination; particularly it was noted that it was “ironic” (at the very least) that council had just defined domestic partners as “kin” in the anti-nepotism policy but were asked to explicitly define them as non-kin here. The response was that the recent amendment of the State of Idaho’s constitution made the latter course mandatory. (And, no, the university’s own special constitutional status did not insulate it from other constitutional provisions.)

It was moved and seconded (Crowley, Mihelich) to revise A-3 so that it would read (words to be struck are lined out):

> Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse as recognized by Idaho State law, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse, and for whom the employee or individual has had financial responsibility.

The debate on the amendment centered on whether it would suggest to the unwary reader that domestic partnerships were included, and thus open the university to the possibility of litigation when it was discovered that they weren’t, or whether the ambiguity created would, in the words of the amendment’s sponsor “make the policy marginally less hypocritical.” The amendment carried 12-2-3.

The suggestion was further made that we seek work-arounds that would be outside the constitutional strictures. It was also noted that we had not discussed twenty-nine pages of this thirty-page proposal and not all council-members might feel comfortable voting on all of the revisions without more discussion.

**Adjournment:** So, the hour once again having grown late, it was moved and seconded (Schmiege, Wilson) to adjourn and return to the discussion of FSH 3710 on November 13th. The motion carried unanimously. The meeting was adjourned at 5:09 p.m.

Respectfully submitted,
Douglas Q. Adams,
Faculty Secretary and Secretary to Faculty Council
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)
[7-06]

Faculty/Staff Handbook [FSH] □ Addition X Revision* □ Deletion □ Emergency
Minor Amendment □
Chapter & Title: FSH 3710 Leave Policy

Minor Amendment □
Chapter & Title: ___________________________________________________________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator: Paul Michaud, Assistant VP Human Resources
(Please see FSH 1460 C)
Telephone & Email: Michaud@uidaho.edu, 885-3478

Policy Sponsor: (Could be the originator.) Same as Above
Telephone & Email: ___________________________________________________________________

I. Policy/Procedure Statement: Briefly explain the purpose of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

FSH 3710 Leave Policy: The policy includes additions revisions and deletions as well as reorganization of existing content. The rationale for each proposed addition, revision or deletion of substance is specified and summarized, below. These proposed changes are intended to address the following:

1. Compliance. Changes in law necessitate certain changes or additions; clarification and more clearly defined leave categories will ensure better legal compliance and adherence to requirements of IRS qualified health and other programs.
2. Clarification. The proposed changes intend to address current ambiguity by adding clarifications and examples.
3. Flexibility and Diversity. The policy attempts to reinforce the available of flexibility for employees and their departments by incorporating suggestions regarding flexible schedules, a family friendly approach as well as a “catch all leave category” and the provisions for exceptions.
4. Best practice strategies in terms of compliance, risk control, diversity and employer of choice have been incorporated.

New leave categories have been established or expanded to assist units in meeting desired business objectives without exposing the University to loss and in ensuring consistent application.

D. Holiday Leave
Documents and clarifies existing policy (FSH 3460, Section F)
Incorporates EEO complaint and work force diversity for observance of religious holidays outside of UI’s holidays.

F. Leave for Court Required Service and Voting
Addition (F-3) how time off is allowed for voting – compliance. Changes to clarify which employees are eligible to use this leave and to clarify that time off for voting is allowed, but unpaid. Provide clarification that
an individual serving as a public official cannot receive salary from both the legislature and the University of Idaho – Per Board of Regent’s.

J. **Academic Transitional Leave**  
New category. Current practice of use of Administrative Leave resulted in inconsistent accrual for annual leave. This event has been separated from Administrative Leave for the same reason.

M. **Personal Leave**  
New category. This replaces leave without pay categories to provide flexibility for leave for any reason not covered by another category, but ensures consistent application of benefits during leave

N. **Extended Family Medical Leave**  
New category added to: 1) provide departments with flexibility, 2) return quality employees to work, 3) phase those who cannot recover into disability and other programs. Separation for FML or other categories is necessary to analyze each event on a case by base basis.

P. **Exceptions**  
Allows the University to grant exceptions to provisions in policy when circumstances are unique.

Revisions to current leave categories are proposed for the same reasons cited above (1-4) including the below:

A. **General**  
The definition of immediate family has been extended to allow a more diverse family to qualify as family members for purposes of requesting leave. Additions include any IRS dependents and other persons, except a partner that may have assumed the role of a spouse as prohibited by Idaho State Law to be considered immediate family members. Examples would include an aunt who may have served in the capacity as the employee’s parent or a nephew from whom an employee may have assumed the role as his/her parent to also be considered for purposes of using approved leave.

This section also provides clarification regarding qualified service toward Retiree Health Program based on recent Retiree Health program changes. It also clarifies what constitutes a break in service from employment for all employees, not just those retiring.

Further explanation has been added to clarify leave reporting requirements as required by federal law.

B. **Annual Leave**  
Details and examples for maximum accrual and information found in other policies are proposed as additions for clarity. The language in Section B-3 is also referenced in FSH 3090, where previously it only made a reference to 3090, it is now expanded upon for clarity in the proposed 3710. Section B-9 was added due to Idaho Code definition of how we could pay out annual leave.

C. **Sick Leave**  
Death of immediate family members limits sick leave usage to 15 days, which may be extended to 30 days. The limit is a new addition, proposed to ensure that grieving employees are returned to their normal routine and support system for recovery

Expansion of reasons to use sick leave includes:
1. Up to 10 days of sick leave for either parent who is not ill to bond with a healthy newborn or newly adopted child has been added in recognition of adoptive relationships and a family-friendly approach
2. Idaho State law has adopted bone marrow and human organ donation as allowable for using sick leave

Clarification is added to help employees understand the interrelationship between sick leave and the requirements of the Family Medical Leave Act

Benefits of sick leave conversion has been expanded to Tier I, Tier II or Tier III retirees who have accrued sick leave, but must end employment due to a qualified disability before sick leave has been exhausted. This addition creates an exception for such a retiree to use converted sick leave to cover their share of retiree medical cost.

D. **Military Leave**  
Incorporates and corrects previous language that is contrary to Idaho State Code that may have allowed duplication of State Government pay.

Corrects an error regarding continuation of life insurance during Military Leave.
Includes paid portions Military Leave as qualified service toward retiree health eligibility

H. Administrative Leave. Clarified to say that it is with full pay and benefits and who has the discretion to grant administrative leave and how it is recorded.

J. Terminal Leave. Explaining in greater detail the definition of terminal leave and that benefits do continue during this period of time, as well as service toward retirement.

K. Shared Leave
   Allows shared leave for bone marrow or human organ donation based on changes in Idaho State Code

   An applicant who has used his/her own annual leave for purposes other than a known health need, (such as a vacation to Hawaii 2 months before child birth) may receive shared leave only through directed donations. This is intended to prevent and correct some small percentage of blatant abuses. When a good reason for vacation was taken in light of circumstances, co-workers can and are expected to still make directed donations.

   Shared Leave for employees who do not intend to return to work is also limited to directed donations. This allows fellow employees to decides to donate for a terminally ill employee or someone leaving to care for a critical family need, but prevents abuses by those who have used their own leave and know they will have event that also contribute to their termination -- such as childbirth or other elective procedure. This allows co-workers to know what type of a circumstance they are donating toward.

   Shared Leave donations made by an individual who is 40 hours or less from their maximum accrual is restricted to making donations directly to an individual in need, rather than to the shared leave pool. This is to ensure that shared leave is not being used only as a tool to avoid maximum accrual as prohibited in current policy.

   Leave donations may be made in ½ hour increments, adding more flexibility over the higher limit.

   Shared leave donations may not cause the donors balance to fall below 40 hours. This is to ensure that the donor also is afforded reasonable time off. Exceptions can be granted and would be approved in extraordinary circumstances.

   Shared Leave benefit maximums for part time employees has been clarified to be granted on a prorated basis to ensure that full and part time benefits are equitable.

   Employees making a directed donation will have leave returned if it is not used. This change is to ensure that donations are used as the donor intends.

L. Family Medical Leave
   All changes and addition incorporate requirements and guidelines of the Family Medical Leave Act with the exception of the following more generous provisions desired by the University:
   1) extension to a broader definition of family
   2) the ability to use 10 days of sick leave for parenting

O. Leave for Professional Improvement.
   Expanded to put into policy current practice of staff members participating in extended professional development opportunities that will mutually benefit the employee as well as the university. An example currently used is the Women’s Leadership Conference at Bryn Mawr College.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above? Included above.

III. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
   These revisions will provide employees with a better understanding of leave policies and how leave accruals and other benefits are affected during leave. The change brings this policy into compliance with State and Federal laws and provides a more diverse and family friendly approach in its application. This prevents exposure to loss and inconsistent application of our policy and may help attract and retain employees.

IV. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
   This policy references provisions also stated in Retirement, Time Worked and Flexible Work Schedule Policies because of their application under this policy.
Appendix G

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

Policy Coordinator

☐ Approve ☐ Disapprove

If not a minor amendment forward to: ________________________________________

________________________________________

Memo that provides some history of this policy’s travels or better yet, its trials and tribulations over the years.

July 13, 2005

TO: David Chichester, Vice President for Finance and Administration
FROM: Pat Sturko, Interim AVP for Human Resources
RE: FSH 3710—Major Revisions
CC: Linda Peavey, Director of Benefit Services
April Preston, Director of Employment Services

Attached is the Faculty Staff Handbook policy 3710, Leave Policies for all Employees. The Human Resources staff, in conjunction with legal counsel, has revised several sections of this policy. In addition to providing clarity and modifying language to comply with legal requirements, several policies have been changed based on best practices or enhanced to provide more family-friendly benefits for employees. A Summary of Leave Changes is attached for your review.

Over the past two years, HR staff has vetted these policy changes with a wide variety of groups and committees. They were discussed at several Human Resources Coordinator Group (HRCG) meetings, vetted by a focus group of faculty, staff and the Ombudsperson, reviewed and discussed by the Benefits Advisory Committee (BAG), and submitted to the Benefits Subcommittee of the Staff Affairs Committee. We received employee input, and incorporated suggestions and recommendations into the policy whenever feasible. The policy was also reviewed by external legal counsel, who recommended the section on Extended Family Medical Leave.

The policy needs to be reviewed by the President and his cabinet, and then submitted to Faculty Council for discussion and review. Once approved by the Faculty Council process and the Faculty Staff Handbook is updated, HR will notify the University community of the policy changes via Today@Idaho, the Register, and the HR website.

Linda Peavey, Director of Benefit Services, (885-3135) will serve as a contact if there are any questions and will be available for the discussions that will take place. Thank you.

Attachments

Process in Developing Recommendations:

The Policy regarding Leave began its review and reconstruction in April 2004 and since has taken on many evolutions as the legal and regulatory environment have changed many times since this work began nearly 3 years ago.

The policy has been reviewed by outside counsel, Bentley Stromberg; and University Counsel, Danielle Hess.

The policy review began with an ad-hock committee of internal stakeholders, spearheaded by our previous AVP for Human Resources, Pat Sturko.

The Ad hock Committee:

Pat Sturko
Andi Nuekanz-Butler
Patty Houle
Leslee Yaryan
Linda Odenburg
Barb McDonald
Anita Fahrenwald Crafton
Danielle Hess
Gail ?
Cherryl Sordorff
Lisa Clyde
Pam Bell
Hil Priest
Linda Peavey
April Preston
Patti Heath

Reviewing Recommendations:
Staff Affairs Committee, Benefits Sub-Committee, Cretia Bunney, Chair (2005)
Staff Affairs Membership
Focus Group of Faculty Affairs Members (Spring 2005)
Human Resources Coordinators Group
Andi Neukramz-Butler  April; Preston
Barb McDonald       Brenda Hebling
Cherryl Sodorff      Cheryl Tribble
Cheryl Wallace       Cretia Bunney
Deb Manning          Denise Town
Derek Johnson        Hildegard Priest
Jane Estocin-Klaiber Judy Colbeck
Judy McPhearson      Keri Moore
Linda Kiss           Linda Odenburg
Lisa Clyde           Margaret Henderson
Mary Jane Bailey     Mellody Miller
Nan Miller           Nancy Morrison
Patti Dahmen         Wendy South

Human Resources Directors: Deb Manning, April Preston, Linda Peavey

Review of Limited Sections:
Bev Rhoads           Linda Kiss
Jean Teasdale       Derek Johnson
Sharyl Kammerzell

Benefits Advisory Group:
Karen Falke           Cretia Bunney
Linda Hart            Mark McGuire
Mike Gibson           Rick Schumacher
Mike West             Margaret Eldrich
Holly Wicham          Judy Colbeck
Linda DuBose          Tracey Abdallah
Roxanne Schreiber
Steve Chandler
Judy Wallins
Sonia Todd
Denise Davis
Amended:

A-3. Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse as recognized by Idaho state law, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse, and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

New Proposal:

A-3. Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse as recognized by Idaho state law, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 “marriage amendment” to the Idaho Constitution the university is unable to include domestic partnerships.
AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY HIRING

PREAMBLE: This section outlines UI's policy with regard to Affirmative Action and Equal Employment Opportunity hiring and the procedures for implementation. This section combines two sections of the 1979 Handbook. Both were original to that edition and one (section A) has remained unchanged while the other (sections B through C) have been repeatedly changed. All sections are as of July 1996 except where specifically noted as being more recent. Further information may be obtained from the Human Rights Compliance Officer (208-885-4212). [ed. 7-03, 9-06]

CONTENTS:
A. Policy
B. Definitions
C. Affirmative Action Procedures and Reports

A. POLICY. The University of Idaho is an equal opportunity and affirmative action employer. It is the policy of the regents that equal opportunity be afforded in education and employment to qualified persons regardless of race, color, national origin, religion, sex, age, disability, or status as a disabled veteran or Vietnam-era veteran. [See 2200 III-4, 2300 VII, 3060 A, 3210, and the “Statement of Nondiscrimination” on page ii of this handbook]. It is also the policy of the University of Idaho to not discriminate based on sexual orientation.

A-1. Scope of this policy. This policy specifically applies to faculty, classified, and exempt positions. However, a good faith effort to follow and document affirmative action and equal opportunity procedures for all positions should be made, including student and temporary hires. With the exception of students applying for the work-study program, postdoctoral fellows, or teaching/research assistants, anyone who is seeking UI employment should be directed to Employment Services’ website www.hr.uidaho.edu/employment, to view all available openings. (Applications for work-study are taken at the Student Financial Aid Office. Teaching and research assistant appointments are made in the academic units.) For more information on postdoctoral fellowships or exceptions to this policy, contact the Human Rights Compliance Officer at (208) 885-4212. The Human Rights Compliance Officer approves all job descriptions for postdoctoral fellows, as well as the recruitment, selection, and offer of all postdoctoral positions.

B. DEFINITIONS.

B-1. Open Search. An open search is defined as a search that is open to all applicants and is publicly advertised for an appropriate time period to allow applicants equal opportunity to apply. Classified searches are posted for a minimum of two weeks and faculty and exempt positions are posted for a minimum of four weeks. The UI has limited criteria for exceptions to open searches or reducing the recruitment period. Hiring departments must contact the Human Rights Compliance Officer to determine if there may be exceptions to the open competitive search process, including UI-only searches. Waivers or exceptions to the open competitive process must be in writing from the Human Rights Compliance Officer and kept in the search file in the event of an audit. [ed. 9-06]
B-2. **Affirmative Action.** The UI strives to hire qualified employees through open search processes. Affirmative action procedures document the qualifications of applicants, the extra effort made to recruit women, persons of color, persons with disabilities, disabled veterans and Vietnam-era veterans, and the objective, job-related justification for the ranking of applicants.

B-3. **Protected Groups Definitions/Minorities and Persons of Color.**

a. Minorities and Persons of Color. The terms “minorities” and “persons of color” refer to members of certain racial and ethnic groups. Persons who are nonresident aliens of Black, Hispanic, or Asian descent are not included in this definition and are not included among the protected-group applicants listed on forms required by this policy. For the purposes of this policy, minorities and persons of color are further defined as follows:

i. “American Indian or Alaskan native or Native American”—all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

ii. “Black (not of Hispanic origin)”—all persons having origins in any of the black racial groups of Africa [ed 11/01].

iii. “Hispanic”—all persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

iv. “Asian American or Pacific Islander”—all persons having origins in any of the original peoples of the Far East (including the Indian subcontinent and Southeast Asia, but not the Middle East). [rev. 11/01].

v. “Hawaiian Native or other Pacific Islander”—all persons having origins in any of the original peoples of the Pacific Islands [rev. 11/01].

B-4b. Persons with disabilities. The term “disability” refers to the condition of a person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. Federal law may further modify this definition.

B-5c. “Status as a Vietnam-era veteran” refers to a person who served on active duty in the armed forces during the period from August 5, 1964, through May 7, 1975.

d. All women are included in protected groups.

B-4. **Job Descriptions and the Americans with Disabilities Act.** The Americans with Disabilities Act of 1990 (ADA) requires job descriptions to identify “essential or non-marginal functions” and “non-essential or marginal functions of positions. When positions are established or vacant, departmental administrators shall consult with Employment Services to ensure that job descriptions are fully in compliance with ADA provisions. This HR review precedes the beginning of the recruitment process.

B-65. **Affirmative Action Coordinators.** Each responsibility center, college or administrative unit has an affirmative action coordinator. The coordinators provide knowledge and expertise to are trained to (a) explain affirmative action requirements to members of search/screening committees and others who express interest or concern, (b) help screening committees develop the required documentation for recruitment and screening procedures, and (c) brief HRCO—the Human Rights Compliance Officer or Employment Services, as appropriate, on issues that arise during the search process related to affirmative action and equal opportunity employment. The Human Rights Compliance Officer may delegate selected responsibilities to affirmative action coordinators. [9-06]

B-76. **Search or Selection Committee.** The search or screening committee should consist of at least three people, but five to six people are recommended. It is not necessary that all members of the committee be faculty or staff from within the hiring department or unit, but it is important that the search committee be as diverse as possible.
Gender balance and racial/ethnic representation are to be attempted if at all possible. The committee composition must be reviewed and approved by the unit/department head and the Human Rights Compliance Officer. Further definition of the scope and responsibility of the committee may be determined by the hiring dean or unit administrator.

**B-87. Forms.** Forms related to the affirmative action hiring procedure and those suggested for use in selection are available electronically from Employment Services, the Human Rights Compliance Officer, for faculty positions, and from Employment Services for all other positions. (See www.hr.uidaho.edu/employment/. [9-06])

**C. AFFIRMATIVE ACTION STEPS AND REPORTS PROCESS.**

**C-1. Recruitment.** Recruitment for all positions at the UI must be conducted in full compliance with UI's affirmative action and equal employment opportunity procedures (below) and with the requirements of all applicable immigration and naturalization laws (see 3070). To ensure compliance with applicable laws and reporting requirements, all searches must be entered into the applicant tracking system. The chair of every search committee should be familiar with the affirmative action and equal employment opportunity requirements of the UI. The chair should also consult with the Human Rights Compliance Officer for assistance in conducting a search that maximizes the potential for attracting a diverse pool of applicants. All positions subject to this policy shall be filled using an open search process as defined in this policy. The “Report of Recruitment” form, with attachments, including the Signed Position Authorization Form, must be obtained from the President, Provost, or Vice President, as applicable, prior to initiating recruitment. The Human Rights Compliance Officer and Employment Services will review and approve all recruitment materials shall be submitted to and approved by HRCO for faculty positions, and to Employment Services for all other positions, before announcement is made of any position vacancy, including any to be filled on a part-time or temporary basis, e.g., a sabbatical replacement. Failure to secure necessary approvals from either HRCO or Employment Services will result in nullification of the process and attempted hire. Temporary hourly employment and student employment are not included in this requirement. However, if an employee is hired on a temporary basis without an open search, an open search must be conducted to move the employee into a non-temporary position. Employment Services will assist with the development of results-oriented job descriptions, recruiting, advertising, and collection of applications, upon request. Items called for by the “Report of Recruitment” form include: [ed. 9-06]Recruitment materials must include:

- **Search Firms.** When used, search firms are required to comply with all state and federal laws, as well as UI and Regents policies regarding affirmative action and equal employment opportunity. The chair of the search is responsible for disseminating the internal policies to the search firm and ensuring they are followed. The positions are recruited in the same manner as similar positions and are subject to the same approvals and documentation.

- **Salary Range.** An appropriate salary range is defined initially, but this must be defined initially for internal record keeping, but need not be advertised to potential applicants.
**cb. Text of Announcement and Advertisement.** Vacancy announcements appear in the Idaho Register and/or on the Human Resources’ (HR) website in the applicant tracking system, as well as in other media and websites. The announcement is made available to each applicant. It documents that UI has communicated to applicants the qualifications on which they will be judged. It is also the basis for the selection screening forms. The form of the announcement may vary, but it must include the basic components that are noted on the vacancy announcement outline (See the Employment Services website at www.hr.uidaho.edu/employment) and shall be consistent with the job description. The “minimum required” or “essential” qualifications referred to in ADA regulations as “non-marginal” or “essential” must be the absolute minimum that would be acceptable in an applicant; once defined, they are inflexible. An applicant who does not possess these qualifications cannot be hired. “Preferred” or “non-essential desirable” (or “marginal”) qualifications include any and all attributes believed to be desirable for the position. A candidate may not possess all of the “preferred” characteristics; nevertheless, any specific attribute that might be a reason for preferring one candidate over another should be included as a basis for ranking. When applicants self-identify as disabled under the definition of ADA and indicate they can, with reasonable accommodation, perform the essential or non-essential functions of the position, UI has a duty to attempt reasonable accommodation under the ADA. The announcement must include the statement, “To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer.” If a background check, education verification, or post offer medical screen is required for the position, it must be stated in the announcement. The advertisement is an abbreviation of the vacancy announcement and, at a minimum, must contain the job title, closing date, contact information, and the tagline “AA/EOE.” [rev. 7-97].

**de. Statement of Distribution of Announcement and Advertisement.** Departments may This section documents the publicity efforts undertaken by the department or committee. Some departments place paid advertisements in newspapers and journals, and/or others rely primarily on mailing announcements to institutions that grant degrees to potential applicants or posting on professional society websites or listservs. The hiring department shall also send announcements to any known protected-group organizations within the discipline or field, e.g., Women in Science. Employment Services or HRCO can assist with the identification of such groups and Employment Services can also assist with the placement of advertisements. Due to the quantity of advertisements placed by the University of Idaho, many times savings can be realized by centralizing the placement of advertisements with Employment Services. Employment Services will provide a standard description of the university and its setting to ensure consistency in advertising. See A-2 [rev 7-97, ed. 9-06].

**ed. Dates of Recruitment.** The period of recruitment should be discussed with the Human Rights Compliance Officer or Employment Services to ensure that reasonable time is allowed to recruit a diverse pool of candidates. The recruitment period may be somewhat shortened, provided that the departmental administrator furnishes the reasons for doing so and assurance that any extra efforts necessary to recruit thoroughly in the time available will be made. [9-06]

**fe. Job Description.** All positions require an up-to-date position description. Standard electronic forms are available for this purpose.

**ia.** The position description for non-faculty positions must be created using the Results Oriented Job Description (ROJD) form available for downloading at the Human Resources website at www.hr.uidaho.edu. If a description of and the qualifications for the position have not been established, the departmental administrator in consultation with Employment Services will define these and the salary range. An Employment Services approved ROJD is required prior to the initiation of search proceedings. Faculty positions must have a position description using the format set forth in FSH 3050.

**iib.** The Americans with Disabilities Act of 1990 (ADA) requires job descriptions to identify “essential or
non-marginal functions” and “non-essential or marginal functions” of positions. When positions are established or vacant, departmental administrators shall consult with Employment Services to ensure that job descriptions are in full compliance with ADA provisions. This HR review precedes the beginning of the recruitment process.

Standard forms are available for this purpose. Employment Services will provide a standard description of the university and its setting to ensure consistency in advertising. Note remarks on qualifications above.

fg. Application Form. The standard UI application form for classified positions is available through the applicant tracking system on the referenced HR website. Those not completing their application materials electronically may submit the equivalent information to the contact listed on the announcement via hard copy, by the closing date. The Required Applicant Disclosure Form and Affirmative Action Form are available from the Affirmative Action Coordinators for those not completing their application materials online.

 from Employment Services and on the HR website (www.uidaho.edu/hrs).

hg. Affirmative Action Form. The chair of the search committee must ensure that all applicants have access to complete on-line or are given or sent the Affirmative Action form inviting applicants to identify themselves as members of protected groups. Applicants may choose not to provide such information, but UI has a responsibility to request it.

h. Selection Forms. Report of Recruitment, Report of Screening Procedures for Interview Candidates, and Report of Interview Procedures for Final Selection forms (available on the HR website) are used to document the comparison of candidates. They are based on the criteria specified in the announcement. A member of the committee, or other person designated by the committee, may conduct a preliminary screening based on required qualifications that can be readily and unquestionable assessed on a yes or no basis. The disqualified applications should be made available for review by members of the search/screening committee. In addition, the applications of known protected group members that are disqualified in the preliminary stage should be reviewed by the affirmative action coordinator of the hiring unit, and HRCO for faculty searches and Employment Services for all other searches. As a result of preliminary screening, the pool of candidates who meet minimum qualifications is established. Intermediate screening is conducted to make distinctions among the qualified candidates in this pool in an equitable manner. Forms used for this purpose should show the basis for numerical values assigned to weighting and judgment factors. Both the required and the preferred criteria should be evaluated, but the weights assigned to various criteria may vary. Selection forms document the data of the evaluation, the signature of the evaluator, and comments that supplement or explain numerical scores and should be completed in ink. Questions and discussions during interviews must be confined to clearly job-related topics; consistency in interviews is important and there must be a procedure for documenting the re-evaluation of candidates on the basis of the interview. Members of the search or screening committee should document their evaluation of each candidate interviewed. Telephone interviews may be conducted provided that they follow a structured outline that provides for rating of the applicant’s responses; conference calls should be arranged so that more than one person can take part in evaluating the applicant; also, some of the same evaluators should be involved in all of the interviews. [ed. 9-06]

i. Approval of Planned Procedures. Written approval of the recruitment and selection procedures, as reflected on the “Report of Recruitment” form and attachments discussed above, must be obtained from HRCO for faculty positions and Employment Services for all other positions. [ed. 97-06]
C-2. Selection. Screening forms are used to document the comparison of candidates. They are based on the qualifications specified in the announcement. As a result of preliminary screening, the pool of candidates who meet minimum qualifications is established. Forms used for this purpose should show the basis for numerical values assigned to weighting and judgment factors. Both the required and the preferred qualifications should be evaluated, but the weights assigned to various criteria may vary. Selection forms document the date of the evaluation, the signature of the evaluator, and comments that supplement or explain numerical scores and should be completed in ink. The hiring unit may conduct other job-related evaluations, after consultation with Employment Services. The Director for Employment Services or designee is responsible for reviewing any supplemental application evaluation material the hiring department wants to use in the screening process.

a. Preliminary Screening. Employment Services conducts preliminary screening for classified positions. All other searches may designate a member of the committee, or other person designated by the committee, to conduct a preliminary screening based on minimum/required qualifications that can be readily and unquestionably assessed on a yes-or-no basis. The disqualified applications should be made available for review by members of the search committee. In addition, the applications of known protected-group members that are disqualified in the preliminary stage will be reviewed electronically by the Human Rights Compliance Officer.

b. Intermediate Screening. Intermediate screening is conducted to make distinctions among the qualified candidates in this applicant pool in an adequate manner. Each committee member should complete a selection screening form for each applicant retained in the pool so that meaningful comparisons can be made. Comments explaining the ratings should be entered on the form. Committee members should work independently without access to the evaluations completed by others and should be cautioned to refrain from making any written comments on the applicants’ resumes, reference letters, or other application materials. In the case of a large pool of candidates, the applications may be divided among subcommittees for screening. Following the independent evaluations, it is appropriate that the selection committee meet as a group to compare and discuss the candidates. Because individual committee members’ numerical ratings vary greatly, scores should not be added together or averaged. The final recommendation forms should reflect committee consensus rather than a mere collection of individual opinions. If new interpretation or insight has resulted from committee discussions, a committee member may change his or her rating forms and such changes should be entered in ink, initialed, and dated on the same form with the original ratings. It is important to record and keep minutes of the committee discussion of applicants.

c. Review of Preliminary and Intermediate Selection Screening Procedures. The Human Rights Compliance Officer will review and sign off on approve electronically all screening procedures (see C-1h) for all faculty searches prior to the interview phase. In the case of faculty hiring, the Human Rights Compliance Officer cannot approve proceeding to interviews until the Office of the Provost has had an opportunity to review the credentials of all finalists. Employment Services in HR will review and sign off on all non-faculty searches. Completion of these procedures form provided for this purpose will constitute a record of the applicants considered and reasons for having eliminated protected-group members. Reasons given for the rank ordering or elimination of applicants should be directly related to the qualifications listed on
the announcement. Though numerical scores or numerically based rank-order are a part of the explanation, they should be supported by additional narrative. Reasons should be stated in comparative terms so that differences between candidates are readily apparent. Comments in the applicant tracking system The Report of Screening Procedures for Interview Candidates should be complete and detailed so that they will stand alone as an explanation for the results in selection, apart from applicants’ folders, which are retained in the hiring department. The completed comment report shall be submitted electronically to the Human Rights Compliance Officer and Employment Services through the unit Affirmative Action Coordinator for faculty positions and Employment Services for all other positions. It is recommended that the files, including preliminary and intermediate selection forms, for all finalists and protected-group members be available for reference for five years. [ed. 9-06]

d. Interviews. Questions and discussions during interviews must be confined to clearly job-related topics; consistency in interviews is important and there must be a procedure for documenting the re-evaluation of candidates on the basis of the interview. Members of the search or screening committee should document their evaluation of each candidate interviewed. Telephone interviews may be conducted provided that they follow a structured outline that provides for rating of the applicant’s responses; conference calls should be arranged so that more than one person can take part in evaluating the applicant; also, some of the same evaluators should be involved in all of the interviews. For a list of acceptable and unacceptable interview inquiries visit http://www.webs.uidaho.edu/hrco. [7-97]

eg. Reference and Background Checks. The committee is responsible for checking references and contacting the potential employee regarding conducting criminal history background checks, education verification and post-offer medical screens, when appropriate. (See APM 50.16 & 50.17) HRCO or Employment Services will work with the appropriate resources to conduct the criminal history background checks and education verifications and provide the information necessary for the potential employee to complete a post-offer medical screen. If a criminal history background check and/or education verification and/or a post-offer medical screen is necessary for the position, the potential employee may not begin the job until Human Resources has received satisfactory results. provide guidelines for the proper procedures to follow in conducting these checks.

fd. Report of Interview Procedures for Final Selection. Completion and on-line submission of the “Report of Interview Procedures for Final Selection” to the Human Rights Compliance Officer for faculty searches and to Employment Services for all other searches precedes receipt of approval “sign off” to offer the position. The instructions for completing these forms are the same as those for the “Report of Screening Procedures for Interview Candidates” explained above. [ed. 9-06]

g. Offer of Position. T-When the “Affirmative Action approval sign-off by the Human Rights Compliance Officer on Selection” is completed, the original is sent to the departmental administrator with a copy to the coordinator. This sign-off indicates that affirmative action procedures have been completed. After receiving approval to offer from Employment Services, Authority to offer the position and to make the offer is approved by the hiring college or unit administrator following established procedures in the college or unit.

C-3. Retention of Files. Hiring records, including job advertisements, applications and resumes, selection forms, minutes of meetings in which applicant qualifications are discussed, letters of reference, and interview notes, are to be retained by the hiring department for five years from the effective date of hire or close of the search when no hire is made.
RECRUITMENT PROCEDURES FOR UI EMPLOYEES

PREAMBLE: This section outlines the procedures for appointing the various categories of UI employees (see 3080 for definitions). From the 1979 Handbook three sections were combined to form the policy. Subsequently section A was elaborated concerning the formation and composition of search committees and several other changes were made in 1988, 1989 and 1996. In 2002 substantial changes were made in this policy to bring it into line with changes in SBOE/Regents policy. Further information may be obtained from the Provost's Office (208-885-6448) or Human Resources (208-885-3609). [rev 7-97, 7-00, 7-02, ed. 9-06]

CONTENTS:

A. Procedures for Filling Positions - All Employees
B. Procedures for Filling Faculty Vacancies
C. Procedures for Filling Non-Faculty Vacancies

A. PROCEDURES FOR FILLING POSITIONS – ALL EMPLOYEES

A-1. All recruitment for vacant and new positions at the UI must be conducted in full compliance with UI's affirmative action and equal employment opportunity procedures (see 3065) and with the requirements of all applicable immigration and naturalization laws (see 3070). The chair of every search committee should be familiar with the affirmative action and equal employment opportunity requirements of the UI. The chair should also consult with the Human Rights Compliance Officer (HRCO) for help with how to conduct a search that maximizes the potential for attracting a diverse pool of applicants. [ed. 9-06]

A-2. All positions should have an up-to-date position description. The position description for non-faculty positions should be created using the Results Oriented Job Description (ROJD) form available at www.uidaho.edu/hrs to ensure that the position description is results oriented and consistent with other positions. All faculty positions should also have a position description using the format available from the Provost’s Office.

A-3. All recruitment is announced in the Idaho Register and/or on the Human Resources’ (HR) web site. In addition, the chair of every search committee should consult with HR for guidance on the advertising process. [ed. 9-06]

A-4. When a decision has been made to recruit for a position from among existing UI employees (an internal recruitment, see 3065), the procedures established by HR must be followed to ensure fair, objective recruitment. A position may be filled through promotion when approved by the unit and by the HRCO. [ed. 9-06]

A-5. Any exceptions to the university’s recruitment process must be requested in writing by the department administrator to the HRCO. The appointment is subject to final approval by the Provost. [ed. 9-06]

B. PROCEDURES FOR FILLING FACULTY VACANCIES

B-1. Selection.

a. The administrator of the department in which a position is to be filled should contact employment services in HR for search information, such as recruitment and advertising strategies, required documentation and interview guidelines, [ed. 9-06]

b. In consultation with the department faculty, the department administrator appoints a search committee. When practicable, at least two-thirds of the committee's membership is named from the department faculty. If the position is located in more than one department, each of the departments involved has appropriate representation on the committee.
B-2. Offers. Before any offer is made, HRCO must review and approve the selection process (see 3065). For information on terms and instruments of appointment, see 3080. [ed. 9-06]

C. PROCEDURES FOR FILLING NON-FACULTY VACANCIES. This section outlines the procedures for filling non-faculty exempt and classified staff vacancies.

C-1. Application.

a. With the exception of students applying for the work-study program, anyone who is seeking UI employment in a non-faculty position should be directed to Employment Services in (HR). (Applications for work-study are taken at the Student Financial Aid Office.) Applicants will be directed to all job openings. The director for Employment Services will assist with classification of the position and recruitment to ensure a pool of qualified applicants. Test scores, education, training, and previous work experience are considered in assessing applicant qualifications. [ed. 9-06]

b. The director for Employment Services is responsible for scheduling and administering employment tests for those positions that require them. Other job-related tests may be conducted following discussion with the director of Employment Services.

C-2. SELECTION. No position is to be filled except through Employment Services.

a. Department administrators should notify the director for Employment Services as soon as they become aware of the need to fill a position. If a description of and the qualifications for the position have not been established, these and the salary range will be defined by the departmental administrator in consultation with the director for Employment Services. An HR-approved results oriented job description is required prior to search proceedings (see A-2 above). [ed. 9-06]

b. With the exception of reduction in force circumstances (see 3930, B-3) approved internal promotions and continuous-recruitment positions, vacant positions will be announced by the director for Employment Services in the Idaho Register and/or on the 24-hour Job Line (885-3595), and/or on the HR website. “Continuous-recruitment” positions are those that have a high rate of turnover and for which applications are accepted at any time. Openings for these positions are posted on the HR website and referrals are made from those who have completed applications. [ed. 9-06]

c. If requested, the director for Employment Services will assist the departmental administrator in selecting applicants who, on the basis of tests, training, and experience, seem best qualified for a particular position and in arranging personal interviews. The selection of a person to be offered employment is done by the department administrator; the director for Employment Services acts only in an advisory capacity in this instance.

d. When selection procedures are completed, the department administrator is required to complete the “Report of Selection” form supplied by the director for Employment Services or available at www.uidaho.edu hrs. The completed form—fully describing the selection procedures—must be kept on file for at least three years in HR (for classified and non-faculty exempt positions). [ed. 9-06]

C-3. OFFERS. For information on terms and instruments of appointment, see 3080.
FSH 3520:

H-3. Third Year Review. Document still in review with Faculty Affairs will be forthcoming if approved.
**IDAHO STATE BOARD OF EDUCATION**
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT**
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Science</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Chemistry</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
- Academic [X] Professional - Technical [ ]

A New (Expanded) Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Bachelor of Science in Chemistry (Forensics Option) – New Option

(Degree or Certificate)

Proposed Starting Date: Summer 2008

### For New Programs:

- Program (i.e., degree) Title & CIP 2000

### For Other Activity:

- Program Component (major/minor/option/emphasis) [X]
- Off-Campus Activity/Resident Center [ ]
- Instructional/Research Unit [ ]
- Addition/Expansion [ ]
- Discontinuance/consolidation [ ]
- Contract Program [ ]
- Other [ ]

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<tr>
<th>Dean's signature on file</th>
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<tbody>
<tr>
<td>College Dean (Institution) Date</td>
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<tr>
<td>Chief Fiscal Officer (Institution) Date</td>
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<tr>
<td>Chief Academic Officer (Institution) Date</td>
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<td>President Date</td>
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**Revised 8/9/06**
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).

A new Forensics Option is proposed for the B.S. Chemistry degree. This option will be a full fledged chemistry degree with added features that prepare students for a career in forensic chemistry.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential.

Forensic science continues to gain status and importance in society. Many incoming students express interest in forensics and are drawn to chemistry because of its relevance to the field. A survey in our present freshman chemistry class showed the following: (i) of the 16 chemistry majors responding, 4 indicated that they would change to a forensics option if it were offered; (ii) importantly, a total of 52 non-chemistry majors in the class indicated that they would consider becoming forensic chemistry majors. Employment opportunities exist with state and federal law enforcement agencies.

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

We aim to offer a chemistry degree with enhancements pertinent to forensic science, not a 'forensics degree' as such - this approach will provide broad career opportunities to students, as they remain qualified chemistry graduates. The department has the physical and personnel infrastructure to offer an outstanding program of this type. Course offerings in Biology, MMBB, Geology, and Criminal Justice - all of proven quality - will be included in the curriculum. No accreditation is sought (or is presently available) for this kind of degree.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

BSU presently has a forensics option for the B.S. Chem degree, which is popular and serves 15 students. However, the numbers under item (2) above speak for themselves. Clearly, students with an interest in forensic chemistry are underserved in the state of Idaho. The forensics option, especially as proposed, is sufficiently broad to warrant more than one statewide offering.
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
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<tr>
<td>BSU</td>
<td>15</td>
<td>12</td>
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<tr>
<td>CSI</td>
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<tr>
<td>EITC</td>
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<tr>
<td>ISU</td>
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<td>LCSC</td>
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<td>UI</td>
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Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>BS</td>
<td>–</td>
<td>BS Emphasis: general, professional, biochemistry, forensics, business, geochemistry, premed, teaching</td>
</tr>
<tr>
<td>CSI</td>
<td>Associate</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>EITC</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>ISU</td>
<td>BA, BS, MS</td>
<td>Master of Natural Science in Chemistry</td>
<td>BS: Biochemistry, Teaching major</td>
</tr>
<tr>
<td>LCSC</td>
<td>BA, BS</td>
<td>–</td>
<td>Geochemistry, forensics minor</td>
</tr>
<tr>
<td>NIC</td>
<td>Associate</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>UI</td>
<td>BS, MS, PhD</td>
<td>MS, PhD: Analytical, Inorganic, Organic, Physical</td>
<td>BS Options: general, professional, premed</td>
</tr>
</tbody>
</table>

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

"The University of Idaho will maintain basic strengths in the liberal arts and sciences". We interpret this as a mandate to provide our students with a comprehensive set of programs. The proposed degree option fills a recently identified need, which we are committed to meet.
6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes _____  No    X    

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

The proposed degree option is a timely response to the rising importance of forensic science in society. This proposal is prompted by interests expressed by incoming and prospective students; by the recognition that chemistry is the natural discipline for the program; and by the fact that it is not offered by other UI units. The curriculum will draw on the offerings of various departments across campus, while retaining a firm base in chemistry. This cross-disciplinary approach is in the spirit of the strategic plan of the University and all its units. The degree option will be attractive to a substantial population of students and potential students, thereby enhancing recruitment and retention.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
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<td>1. Personnel</td>
<td>19,675</td>
<td>20,659</td>
<td>21,691</td>
<td>62,025</td>
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<tr>
<td>2. Operating</td>
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<td>3,550</td>
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<tr>
<td>3. Capital Outlay</td>
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<tr>
<td>4. Facilities</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>93,175</td>
<td>24,209</td>
<td>25,296</td>
<td>142,680</td>
</tr>
<tr>
<td><strong>B. Source of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated-reallocation</td>
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<tr>
<td>2. Appropriated – New</td>
<td>93,175</td>
<td>24,209</td>
<td>25,296</td>
<td>142,680</td>
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<tr>
<td>3. Federal</td>
<td></td>
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<td></td>
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<tr>
<td>4. Other:</td>
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<td></td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>93,175</td>
<td>24,209</td>
<td>25,296</td>
<td>142,680</td>
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<tr>
<td><strong>B. Nature of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recurring *</td>
<td>23,175</td>
<td>24,209</td>
<td>25,296</td>
<td>72,680</td>
</tr>
<tr>
<td>2. Non-recurring **</td>
<td>70,000</td>
<td></td>
<td></td>
<td>70,000</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>93,175</td>
<td>24,209</td>
<td>25,296</td>
<td>142,680</td>
</tr>
</tbody>
</table>

* 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.
CHEMISTRY (B.S.)

Required course work includes the university requirements (see regulation J-3) and completion of one of the following options.

A. General Option

This degree provides the basic elements needed for a career in chemistry. It is especially suited for students who wish to enter other professions that require a background in science, including high school teaching, patent law, and technology management.

Chem 111  Principles of Chemistry I  (4 cr)
Chem 112  Principles of Chemistry II  (5 cr)
Chem 253  Quantitative Analysis  (5 cr)
Chem 277, 278  Organic Chemistry I and Lab (4 cr)
Chem 305, 307  Physical Chemistry I and Lab (4 cr)
Chem 306, 308  Physical Chemistry II and Lab (4 cr)
Chem 372, 376  Organic Chemistry I, II (5 cr)
Chem 409  Proseminar  (1 cr)
CS 101  Introduction to Computer Science or higher CS course (3 cr)
Math 170  Analytic Geometry and Calculus  (4 cr)
Math 175  Analytic Geometry and Calculus II  (4 cr)
Math 275  Analytic Geometry and Calculus III  (3 cr)
Phys 211  Engineering Physics I  (4 cr)
Phys 212  Engineering Physics II or Phys 213  Engineering Physics III  (4 cr)

Electives to total 128 credits for the degree

B. Professional Option

Note: Students who complete this option will be certifiable to the American Chemical Society.

This curriculum provides a suitable background for students wishing to enter the profession of chemistry or to pursue graduate study for an advanced degree in chemistry or a related field.

Chem 111  Principles of Chemistry I  (4 cr)
Chem 112  Principles of Chemistry II  (5 cr)
Chem 253  Quantitative Analysis  (5 cr)
Chem 277, 278  Organic Chemistry I and Lab (4 cr)
Chem 305, 307  Physical Chemistry I and Lab (4 cr)
Chem 306, 308  Physical Chemistry II and Lab (4 cr)
Chem 372, 376  Organic Chemistry I, II (5 cr)
Chem 409  Proseminar  (1 cr)
Chem 454  Instrumental Analysis  (4 cr)
Chem 463-464, 465  Inorganic Chemistry and Lab (7 cr)
Chem 491  Research  (1 cr)
CS 101  Introduction to Computer Science or higher CS course (3 cr)
Math 170  Analytic Geometry and Calculus  (4 cr)
Math 175  Analytic Geometry and Calculus II  (4 cr)
Math 275  Analytic Geometry and Calculus III  (3 cr)
Phys 211  Engineering Physics I  (4 cr)
Phys 212  Engineering Physics II or Phys 213  Engineering Physics III  (4 cr)
Phys 212  Engineering Physics II or Phys 213  Engineering Physics III  (4 cr)

MMBB 380 Intro Biochemistry  (4 cr)
Phys 211  Engineering Physics I  (4 cr)
Phys 212  Engineering Physics II or Phys 213  Engineering Physics III  (4 cr)
Foreign language courses (8 cr)

Two additional chemistry courses having Chem 306 as a prerequisite, or two advanced chemistry courses approved by the Chemistry Department in accordance with American Chemical Society stipulations.

Electives to total 128 credits for the degree

C. Pre-Medical Option

This curriculum provides a suitable foundation in chemistry for students who intend to enter careers in medicine, dentistry, pharmacy, etc.

Biol 115  Cells and the Evolution of Life  (4 cr)
Chem 111  Principles of Chemistry I  (4 cr)
Chem 112  Principles of Chemistry II  (5 cr)
Chem 253  Quantitative Analysis  (5 cr)
Chem 277, 278  Organic Chemistry I and Lab (4 cr)
Chem 372  Organic Chemistry II and Lab (4 cr)
Chem 374  Organic Chemistry II: Lab or Chem 376 Organic Chemistry II: Lab for Chemistry Majors (1-2 cr)
Chem 305, 307  Physical Chemistry I and Lab (4 cr)
Chem 306, 308  Physical Chemistry II and Lab (4 cr)
Chem 409  Proseminar  (1 cr)
Chem 472  Rational Design of Pharmaceuticals  (3 cr)
CS 101  Introduction to Computer Science or higher CS course (3 cr)
Math 170  Analytic Geometry and Calculus  (4 cr)
Math 175  Analytic Geometry and Calculus II  (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
MMBB 380 Introductory Biochemistry (4 cr)
MMBB 382 Introductory Biochemistry Lab (2 cr)
Phys 211 Engineering Physics I (4 cr)
Phys 212 Engineering Physics II (4 cr)
In addition, two courses must be selected from the following list:
   Chem 454 Instrumental Analysis (4 cr)
   Chem 473 Intermediate Organic Chemistry (3 cr)
   MMBB 476 Biophysical Chemistry (3 cr)
Electives to total 128 credits for the degree

D. Forensics Option

Biol 115 Cells and the Evolution of Life (4 cr)
Biol 210 Genetics (4 cr)
Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
Chem 253 Quantitative Analysis (5 cr)
Chem 277 Organic Chemistry I (3 cr)
Chem 278 Organic Chemistry I Lab (1 cr)
Chem 305 Physical Chemistry (3 cr)
Chem 306 Physical Chemistry (3 cr)
Chem 307 Physical Chemistry Lab (1 cr)
Chem 308 Physical Chemistry Lab (1 cr)
Chem 372 Organic Chemistry II (3 cr)
Chem 374 Organic Chemistry II Lab (1 cr)
Chem 409 Proseminar (1 cr)
Chem 453 Separation Theory and Chromatography (3 cr)
Chem 454 Instrumental Analysis (4 cr)
CS 101 Introduction to Computer Science (3 cr)
Geol 299 Directed Study (3 cr)
JS 101 Introduction to the Justice System (3 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 276 Analytic Geometry and Calculus III (3 cr)
MMBB 250 General Microbiology (3 cr)
MMBB 255 General Microbiology Lab (2 cr)
MMBB 380 Introductory Biochemistry (4 cr)
MMBB 382 Introductory Biochemistry Laboratory (2 cr)
Phys 211 Engineering Physics I (4 cr)
Phys 212 Engineering Physics II (4 cr)
Stat 251 Statistical Methods (3 cr)
Electives to total 128 credits for the degree
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
FULL PROPOSAL
to initiate a
NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL
PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT

Submitted by:

University of Idaho
Institution Submitting Proposal

College of Science
Name of College, School, or Division

Department of Chemistry
Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

B.S. Chemistry, Forensics Option
Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

Summer 2008
Proposed Starting Date

This proposal has been approved by:

Chief Fiscal Officer (Institution) Date

SBOE/OSBE Approval Date

Chief Academic Officer (Institution) Date

President Date
1. Nature of the request.
What follows is a proposal for a new option in the B.S. Chemistry degree program at the University of Idaho. The focus of the new option will be forensic chemistry, and the degree will be known as the B.S. Chemistry (Forensics). It will satisfy all requirements and expectations of a bachelor's degree in chemistry, and will qualify the holder for a wide range of employment in the chemical field. In addition, the curriculum is designed to prepare graduates for a career in forensic chemistry. All instruction will take place on the UI campus in Moscow.

2. Quality
Chemistry at UI has the infrastructure, physical assets, and personnel to offer a forensic option of high quality. The existing chemistry degrees, which share the bulk of their content with the proposed curriculum, are proof of this. The forensics option will be set apart by the inclusion of a series of courses in biology, microbiology, biochemistry, geology, and criminal justice, as shown under item 2a below. Quality assessment of the final educational product will be carried out through existing mechanisms.

a. Curriculum
A sample curriculum for the B.S. Chemistry (Forensics) is shown below.

<table>
<thead>
<tr>
<th>semester</th>
<th>Dept</th>
<th>Course no.</th>
<th>credits</th>
<th>semester</th>
<th>Dept</th>
<th>Course no.</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Chem</td>
<td>111</td>
<td>4</td>
<td>Fall 3</td>
<td>Chem</td>
<td>305</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Engl</td>
<td>102</td>
<td>3</td>
<td></td>
<td>Chem</td>
<td>307</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Math</td>
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<td>4</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>103</td>
<td>4</td>
<td></td>
<td>Biol</td>
<td>210</td>
<td>4</td>
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<tr>
<td>Spring 1</td>
<td>Chem</td>
<td>112</td>
<td>5</td>
<td></td>
<td>Chem</td>
<td>491</td>
<td>2</td>
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<tr>
<td></td>
<td>Math</td>
<td>175</td>
<td>4</td>
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<td>For Lang</td>
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<td>4</td>
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<td></td>
<td>Core</td>
<td>143</td>
<td>3</td>
<td>Spring 3</td>
<td>Chem</td>
<td>306</td>
<td>3</td>
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<td></td>
<td>Just Stud</td>
<td>101</td>
<td>3</td>
<td></td>
<td>Chem</td>
<td>308</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Chem</td>
<td>253</td>
<td>5</td>
<td></td>
<td>MMBB</td>
<td>250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Chem</td>
<td>277</td>
<td>3</td>
<td></td>
<td>MMBB</td>
<td>255</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Chem</td>
<td>278</td>
<td>1</td>
<td></td>
<td>Chem</td>
<td>456</td>
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<td></td>
<td>Math</td>
<td>275</td>
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<td></td>
<td>Chem</td>
<td>491</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Biol</td>
<td>115</td>
<td>4</td>
<td></td>
<td>Eng</td>
<td>317</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Chem</td>
<td>372</td>
<td>3</td>
<td>Fall 4</td>
<td>Chem</td>
<td>409</td>
<td>1</td>
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<tr>
<td></td>
<td>Chem</td>
<td>374</td>
<td>1</td>
<td></td>
<td>MMBB</td>
<td>380</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Phys</td>
<td>211</td>
<td>4</td>
<td></td>
<td>MMBB</td>
<td>382</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CS</td>
<td>101</td>
<td>3</td>
<td></td>
<td>Chem</td>
<td>463</td>
<td>3</td>
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<td></td>
<td>Chem</td>
<td>473</td>
<td>3</td>
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<tr>
<td></td>
<td>Geol</td>
<td>299</td>
<td>3</td>
<td></td>
<td>Phil</td>
<td>452</td>
<td>3</td>
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<td>Chem</td>
<td>454</td>
<td>4</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Chem</td>
<td>453</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chem</td>
<td>464</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chem</td>
<td>465</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chem</td>
<td>472</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chem</td>
<td>491</td>
<td>2</td>
</tr>
</tbody>
</table>

This list above represents a typical 4-year syllabus in the proposed program. The bold black entries signify required courses that are also included in other chemistry degree options. The
entries in regular print are electives, and the entries in bold red print are uniquely required by the forensics degree option.

The curriculum is rigorous and shares the bulk of the course requirements with the Professional and Premed degree options. This includes the Chem, Phys, Math, and Biochem (MMBB 380/2) courses listed. A Technical Writing course (Engl 317) is strongly recommended. Specially required courses for the forensics option are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Studies 101</td>
<td>An introduction to criminal justice is desirable as graduates are likely to find employment with a law enforcement agency</td>
</tr>
<tr>
<td>Statistics 251</td>
<td>Statistical analysis is of prime importance in the validation of analytical work</td>
</tr>
<tr>
<td>Geology 299</td>
<td>Forensic Geology is presently offered by Geological Sciences</td>
</tr>
<tr>
<td>Biology 210</td>
<td>Genetics is of prime relevance to forensic analysis</td>
</tr>
<tr>
<td>MMBB 250 &amp; 255</td>
<td>General microbiology with laboratory; a basic knowledge in this field is required for forensic practitioners</td>
</tr>
<tr>
<td>Chem 453</td>
<td>Separation theory and chromatography are the primary tools in forensic chemical analysis.</td>
</tr>
</tbody>
</table>

b. Faculty
The curriculum of the proposed degree option is composed entirely of existing courses, and will involve all the teaching faculty in Chemistry. The establishment of the option will result in some internal shift among majors, as well as the enrollment of new ones. The projected increase (see item 6.i. below) will be accommodated within existing lecture and (expanded) laboratory sections. The same is true for courses outside chemistry. No new faculty will be needed for this venture.

c. Students
The proposal for the forensics option was prompted by interests expressed by incoming and prospective students. Later it was strengthened by information gleaned from students who are already in the freshman program. Individuals who desire to pursue a career in forensic chemistry must have a strong interest in applied chemical science and the ability to perform at a high level in physics, mathematics, and biology. Many students at UI meet these criteria.

d. Infrastructure
The bulk of the proposed program draws on existing infrastructure support, and students will be absorbed within the existing structures. Past experience with our B.S. Chemistry (Premed) has shown this to be possible without major adjustments. A substantial boost was provided to analytical chemistry instruction at UI by a FY08 SBOE grant that allowed us to include sensor based chemistry in our freshman laboratories. Instructors (see item b. above) and support staff are in place to deal with most aspects of the lecture and laboratory sections connected with the proposed degree option. There are, however, a number of infrastructure improvements that will be necessary:

(i) Purchase and maintenance of routine laboratory equipment and supplies. This includes glassware, other small hardware items, safety supplies, etc. for a projected increase of 15-20 chemistry majors. A recurring sum of $3,000 p.a. is requested.

(ii) A freshman laboratory section will have to be added to accommodate the students. This requires an additional teaching assistant at a recurring salary cost of $16,665 p.a. (5% annual increase projected). A portion of the student fees for TAs are borne by the department, adding a further $3,010 p.a.

(iii) One of the main tools in forensic chemistry is an analytical instrument known as a gas chromatograph/mass spectrometer (GC/MS). The department presently does not have a teaching GC/MS, and will have to acquire one for laboratory instruction in the proposed
program. This represents a one-time expenditure of $70,000, and a recurring maintenance fee of $500 p.a.

c. Future plans

In the foreseeable future the proposed program will be improved, fine tuned, and allowed to mature. There are no immediate plans for expansion or off-campus delivery.

3. Duplication

BSU presently has a forensics option for the B.S. Chem degree, which is popular and serves 15 students.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

A survey of the present freshman chemistry class at UI showed that of 16 chemistry majors responding, 4 indicated that they would change to a forensics option if it were offered. Importantly, 52 non-chemistry majors in the class indicated that they would seriously consider forensic chemistry as their major. If only a fraction of these students follow through on this, the proposed degree option would be well subscribed. In addition, the interest shown internally points to a need for this type of program among potential students. All indications, including pre-registration interviews with prospective students, are that there is substantial interest in the proposed course option. It is clear that students in Idaho are presently underserved with regard to education in forensic chemistry.

Outside Idaho, Eastern Washington University had a well attended forensics program, but the organizing force behind this, Dr. Suzanne Bell, has left the EWU and the program appears to have faded.

A forensic chemistry program structured as a solid chemistry degree with the appropriate modifications, is the educational preparation favored by forensic professionals for people entering the field. The proposed degree option adopts this model, thereby offering an education with broad appeal and utility. As such it certainly has a place at the University of Idaho.

4. Centrality

The University of Idaho is mandated to present comprehensive academic programs that "maintain basic strengths in the liberal arts and sciences". The proposed forensic degree option in chemistry fits this directive perfectly. In fact, we would fall short in our mission if we did not respond to the identified need for such a program. The relevant curriculum will draw on the offerings of various departments across campus, while retaining a firm base in chemistry. This represents an inherently cross-disciplinary approach in the spirit of the strategic plan of the University and all its units. The degree option will be attractive to a substantial population of students and potential students, thereby enhancing recruitment and retention.

5. Demand

a. Need

The needs for the proposed degree program have been enumerated above. The two major motivators are pre-registration interviews with students and their parents, and a subsequent canvass of an incoming freshman class. Both showed a substantial interest in a forensic chemistry degree option. Successful programs elsewhere notwithstanding, a need has been identified and it should be met.

As with any new or expanded program, the first line of assessment will be enrollment numbers. They are an initial measure of the need and popularity of the concept. Once it is in operation, the
quality of the proposed degree option will have to be evaluated. Assessment tools for our Genera-
lar, Professional, and Premed degrees are presently in place and will remain valid. In common
with the Premed option, the Forensics option has the assessment advantage of leading to a well
defined career path – while not excluding traditional areas of employment. We will monitor our
students' post-graduation progress to evaluate their career development as an indicator of the
success of their training.

b. Students
The proposed degree option is primarily aimed at full-time residential students. We anticipate that
about one-quarter of our 'normal' annual intake of majors will opt for forensics. In addition, we ex-
pect to add another 4-5 students per year who would otherwise select different disciplines. It is
difficult to predict how many students will be attracted to forensics who would not otherwise come
to UI. Five students per annum would be a conservative estimate, which may in fact go higher.
This would amount to a total annual intake of 14-15 students into the program, which is more or
less on par with the numbers at BSU.

An important consideration, which cannot be quantitatively predicted, is the influence of the pro-
posed program on retention. It should, however, be anticipated that the effect will be positive.

c. Expansion or extension
As explained above, the proposed program is an expansion of our B.S. Chem. degree, i.e. an ad-
ditional option therein. The nature of the expansion lies entirely in the curriculum, which is ex-
plained in detail under item 2a. above.

6. Resources – fiscal impact and budget

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 2008-09</th>
<th>FY 2009-10</th>
<th>FY 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>0.33</td>
<td>5</td>
<td>0.53</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td>0.6</td>
<td>9</td>
<td>0.67</td>
</tr>
</tbody>
</table>
## II. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Cost</td>
<td>FTE</td>
</tr>
<tr>
<td><strong>A. Personnel Costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Faculty</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2. Administrators</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>3. Adjunct faculty</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4. Graduate/instructional assistants</td>
<td>0.5</td>
<td>16,500</td>
<td>0.5</td>
</tr>
<tr>
<td>5. Research personnel</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>6. Support personnel</td>
<td>0</td>
<td></td>
<td>0</td>
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<tr>
<td>7. Fringe benefits</td>
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<td>165</td>
<td>0.5</td>
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<tr>
<td>8. Other: TA fees</td>
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<td>3,010</td>
<td>0</td>
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<tr>
<td><strong>Total FTE Personnel And Costs:</strong></td>
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<td>19,675</td>
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</table>

**B. Operating expenditures**

<table>
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<th></th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Travel</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other services</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Utilities</td>
<td></td>
<td>permanent allocation</td>
<td></td>
</tr>
<tr>
<td>6. Materials &amp; supplies</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>7. Rentals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Repairs &amp; maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Materials &amp; goods for manufacture &amp; resale</td>
<td>permanent allocation; 5% annual increase budgeted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Miscellaneous</td>
<td>500</td>
<td>550</td>
<td>605</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures:</strong></td>
<td>3,500</td>
<td>3,550</td>
<td>3,605</td>
</tr>
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</table>
C. Capital Outlay

<table>
<thead>
<tr>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
<td>70,000</td>
<td></td>
</tr>
<tr>
<td>Total Capital Outlay:</td>
<td>70,000</td>
<td></td>
</tr>
</tbody>
</table>

D. Physical facilities

<table>
<thead>
<tr>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction or major Renovation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Indirect costs (overhead) | | |

**GRAND TOTAL EXPENDITURES:**

<table>
<thead>
<tr>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>93,175</td>
<td>24,209</td>
<td>25,296</td>
</tr>
</tbody>
</table>

III. REVENUES

<table>
<thead>
<tr>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriated funds -- Reallocation – MCO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriated funds -- New – MCO</td>
<td>93,175</td>
<td>24,209</td>
</tr>
<tr>
<td>3. Federal funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL REVENUES:</strong></td>
<td>93,175</td>
<td>24,209</td>
</tr>
</tbody>
</table>

B. Nature of Funds

<table>
<thead>
<tr>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recurring*</td>
<td>23,175</td>
<td>24,209</td>
</tr>
<tr>
<td>2. Non-recurring**</td>
<td>70,000</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL REVENUES:</strong></td>
<td>93,175</td>
<td>24,209</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Position</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual salary</td>
<td>FTE assign. to</td>
<td>Program salary</td>
</tr>
<tr>
<td>FY 2009 teaching assistant</td>
<td>16,500</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>FY 2010 teaching assistant</td>
<td>17,325</td>
<td>0.5</td>
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</tr>
<tr>
<td>FY 2011 teaching assistant</td>
<td>18,191</td>
<td>0.5</td>
<td>0</td>
</tr>
</tbody>
</table>

comments: 5% annual increase, Lab component only, One 1-credit lab per semester, 15 students per FTE

b. Administrative Expenditures

No additional personnel or administrative structures are needed.

c. Operating Expenditures (travel, professional services, etc.)

A recurring sum of $3,000 p.a. is needed for laboratory equipment and consumables, and $500 p.a. (+5% recurring) for GC/MS maintenance.

d. Capital Outlay

(1) Library resources

No additional library resources are needed.

(2) Equipment/Instruments

A gas chromatograph/mass spectrometer, a prime requirement in forensic analysis, will have to be purchased. Estimated price: $70,000

e. Revenue Sources

A new Maintenance of Current Operations (MCO) appropriation will be required to fund the proposed program.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Agricultural & Life Sciences
Name of Department(s) or Area(s): Margaret Ritchie School of Family & Consumer Sciences

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Discontinue Academic Certificate in Extension Nutrition Program

Proposed Starting Date: Summer 2008

For New Programs: For Other Activity:
Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other (remove non-academic certificate)

Dean’s signature on file 10/12/07
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G. Program Approval and
Revised 8/9/06
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 discontinue the Extension Nutrition Program certificate. It is not an academic certificate program. It is provided under contract to the Idaho Food Stamp Program as a public service to Food Stamp participants and others who are eligible. It is a participant certificate given after a few hours of workshop and should not be included in the UI catalog.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   N/A

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

   N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   N/A

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
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</tr>
<tr>
<td>EITC</td>
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<tr>
<td>ISU</td>
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<tr>
<td>LCSC</td>
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<td>NIC</td>
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<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
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<tr>
<td>UI</td>
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</tr>
</tbody>
</table>

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

N/A

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes  X  No  

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

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

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _______</th>
<th>FY _______</th>
<th>FY _______</th>
<th>Total _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
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<td></td>
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<tr>
<td>TOTAL:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
B. Source of Funds

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriated-reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriated – New</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
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<tr>
<td>4. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

B. Nature of Funds

<table>
<thead>
<tr>
<th>Nature of Funds</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recurring *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non-recurring **</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
**IDAHO STATE BOARD OF EDUCATION**  
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**  
**NOTICE OF INTENT**  
To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Art and Architecture</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Interior Design Program</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program  
Academic  X  Professional - Technical  

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:  
**Bachelor of Interior Design (BID) -- (request to change form BFA Interior Design)**  
(Degree or Certificate)

**Proposed Starting Date:**  
Summer 2008

**For New Programs:**  
- Program (i.e., degree) Title & CIP 2000

**For Other Activity:**  
- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation
- Contract Program
  - Other: Degree nomenclature change

<table>
<thead>
<tr>
<th>Dean's signature on file</th>
<th>10/16/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Dean (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VP Research &amp; Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Administrator, SDPTE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

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

This is a program issue modification: the request is to change the degree name to Bachelor of Interior design (BID) to be consistent with the other professional programs/degrees in the college (such as BLA: Bachelor of Landscape Architecture, and MARCH Master of Architecture, both of which designate professional degrees—requiring licensure, paying professional fees, and responsible for Health, Safety and Welfare). The old degree name will not be used once this change is approved.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

As a 4 year professional program leading to a career which directly impacts Health, Welfare, and Safety; the degree name must reflect a consistent meaning and title with the other professional programs in the college. The current proposal is based on findings from the program assessment, and on needs expressed and feedback from students, faculty, and Interior Design Accreditation Council CIDA. The proposal gained a unanimous approval at the Department of Architecture and Interior Design, and is submitted for the college and university approval as well. In fact, not only will there be no negative impact at all on students currently enrolled as the degree name change will be effective once approved by the SBOE, in reality, there will be enhanced benefits related to potentials for licensure and registration, possibly increased enrollment. **Every attempt will be made to predict and accommodate the needs of students in the process.**

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

The degree title change will positively impact accreditation; first, the focus of the degree will be clearly articulated (Bachelor of Interior Design), and will reflect the professional qualification that is the basis for professional exam and license required to practice (where practice act is enforced) or for the title (where a title act is enforced), and will be consistent with accreditation language.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

**N/A. This is the ONLY program in the state that offers a Baccalaureate degree in Interior Design. It is part of the state mission for the University of Idaho. In the northwest, the program configuration within the College of Art and Architecture**
is unique.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By institution for the proposed program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CSI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EITC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ISU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NIC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UI**</td>
<td>97</td>
<td>99</td>
</tr>
</tbody>
</table>

**Using 10th day enrollment figures for the fall semester, and combining Interior Architecture (sunset) and Interior Design.**

Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EITC</td>
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<td>0</td>
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</tr>
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<td>ISU</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NIC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UI—Interior Design</td>
<td>Baccalaureate</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Revised 8/9/06
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 change of the degree name will positively situate the contributions that the Interior Design program already makes among those of the program’s professional peers in meeting the University of Idaho’s mission to provide professional education, research and service. The Interior Design Program has statewide responsibility for professional interior design education in Idaho, as well as serving a broader geographical region including (ID, WA, MT, AL, WY, and beyond). The educational component of the mission is met by providing a Baccalaureate degree with a major in Interior Design and a minor in architecture.

By definition, interior design (and its partner professional degrees in the College of Art and Architecture) is charged with the responsibility of researching, documenting, engaging and creating built environments that address and sustain human needs, aspirations, and cultures. As a professional discipline, interior design requires the integration of multiple fields and perspectives as they apply to the natural and built environment. The goal of enhancing quality of life for users of the built environment is a strong value throughout the program. Interdisciplinary outreach projects related to campus and community development are conducted each semester and utilize the unique service the program provides. The focus on people and their diversity is a central aspect of the ethos promoted in the program. Each project must address “user groups”, an opportunity that we took to expand our students’ horizons and further reaffirm the professional and ethical responsibilities embedded in their design decisions.

As the only Interior Design program among the state supported colleges and universities in Idaho, the program prepares students with the theoretical and practical skills necessary to enter professional practice at a reasonable cost. Furthermore, a significant number of our graduates remain in the state and contribute to the state’s economic, social, and cultural development. In a larger sense, graduates of the program and faculty maintain an action oriented dialog concerning current issues as related to professional tools and the health, safety, and welfare of individuals.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes  X  No  

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

This is an already listed and existing program, not a new program. The change is only for the title of the degree.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

The requested change does not require any additional outlays as the change is only for an existing degree title change.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY ______</th>
<th>FY ______</th>
<th>FY ______</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1. Personnel</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Operating</td>
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<td>0</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
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<td>0</td>
</tr>
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<td>4. Facilities</td>
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<tr>
<td><strong>TOTAL:</strong></td>
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<td>0</td>
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<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Source of Funds</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriated-</td>
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</tr>
<tr>
<td>reallocation</td>
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<tr>
<td>2. Appropriated – New</td>
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<td>0</td>
</tr>
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<td>3. Federal</td>
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<tr>
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<table>
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<tbody>
<tr>
<td>1. Recurring *</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>2. Non-recurring **</td>
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<tr>
<td><strong>TOTAL:</strong></td>
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</tbody>
</table>

* 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.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Business and Economics
Name of Department(s) or Area(s): Department of Economics, Finance and Information Systems (EFIS) and Department of Management, Marketing and Operations (MMO)

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic    X    Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Combine the Department of Economics, Finance and Information Systems (EFIS) and Department of Management, Marketing and Operations (MMO) into one department:
The Department of Business

(Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs:  For Other Activity:

Program (i.e., degree) Title & CIP 2000

☑ Program Component (major/minor opción/emphasis)
☑ Off-Campus Activity/Resident Center
☑ Instructional/Research Unit
☐ Addition/Expansion
☒ Discontinuance/consolidation
☐ Contract Program
☐ Other

Dean’s signature on file 10/12/2007

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 8/9/06  Page 1
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

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

   Combine the Department of Economics, Finance and Information Systems (EFIS) and Department of Management, Marketing and Operations (MMO) into one department: The Department of Business

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The new Department of Business will bring the six (6) business majors and thirty-one (31) business faculty back into one department to facilitate integration and unified action to support the strategic competence in integrated business education. Administrative staff will include one department head, one staff member and six (6) area coordinators

   The two department configuration that was approved and instituted three years ago included two (2) department heads and two (2) staff members with no area coordinators. The rationale for splitting the department into two smaller departments was to decrease the span of control for the department head. However, two-department structure posed significant challenges delivering our Integrated Business Curriculum because of coordination and communication issues. Hence, the request for reunifying the two departments back into the Department of Business.

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

   The quality of programs in the CBE has been certified through accreditation by the Association to Advance Collegiate Schools of Business (AACSB International) as well as academic organizations such as the International Allied Academies. In addition, the CBE received the Idaho Quality Award from the Idaho Quality Association.

   The new structure will improve communication, facilitate strategic initiatives, improve development efforts, and allow us to respond more readily to stakeholder needs around the state and region.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   The department is unique on the UI campus.

   Other business schools in the state have departments that are similar in size and scope. Our undergraduate program offers a unique experience in the Integrated Business Curriculum (IBC). This program has gained national attention and been the recipient of several awards including the Idaho Quality Award.

   Enrollment and Graduates (i.e., number of majors or other relevant data)
   By Institution for the Proposed Program
   Last three years beginning with the current year and the 2 previous years
<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
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<tr>
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<td>CSI</td>
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<td>EITC</td>
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<td>ISU</td>
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<td>LCSC</td>
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<td>NIC</td>
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<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
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<tr>
<td>CSI</td>
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<tr>
<td>UI</td>
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</tr>
</tbody>
</table>

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

The CBE provides support for the majors in the College of Natural Resources, College of Agriculture and Life Sciences, as well as other colleges on campus.

6. Is the proposed program in the 8-year Plan? Indicate below.
Yes  x  No  

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
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<tr>
<td>1. Personnel</td>
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<td>2. Operating</td>
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<tr>
<td>3. Capital Outlay</td>
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<tr>
<td>4. Facilities</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
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</tbody>
</table>

| **B. Source of Funds**  |          |          |          |       |
| 1. Appropriated-         |          |          |          |       |
| reallocation            |          |          |          |       |
| 2. Appropriated – New   |          |          |          |       |
| 3. Federal              |          |          |          |       |
| 4. Other:               |          |          |          |       |
| **TOTAL:**              |          |          |          |       |

| **B. Nature of Funds**  |          |          |          |       |
| 1. Recurring *          |          |          |          |       |
| 2. Non-recurring **     |          |          |          |       |
| **TOTAL:**              |          |          |          |       |

* 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.
TO: University Curriculum Committee
FROM: University Committee for General Education
RE: Proposed Change Regulation J-3 [Effective: Summer 2008]
DATE: October 05, 2007

Rationale: For the past year, in response to faculty concerns that the clusters portion of the Core Curriculum is confusing to students and advisers, UCGE has been working on a revision to that portion. What comes now to UCC is the result of that deliberation. This proposal does not affect the total number of credits in the general education requirement: that remains at 33 (or 34, if a student takes two lab science courses). The proposal also does not affect the total number of credits within the General Core Studies portion: that remains at 18. What is different is that students will now choose from concise lists of courses fulfilling humanities, social science, international, and capstone requirements, without reference to connections among them. All Core Discovery courses beginning fall 2008 will give a student 4 social science credits and 3 humanities credits. Students then will fulfill their remaining humanities/social science requirement by taking courses from these lists, as specified in the proposed change.

Most of the courses on the lists appeared within one or more of the clusters. The new lists were generated by asking all departments across campus to re-propose these courses or to propose new ones to fit slightly new guidelines (e.g., guaranteeing that the course would be offered frequently enough, with sufficient space to accommodate general education students, without prerequisites, and taught by well-credentialed faculty). UCGE carefully reviewed all proposed courses and (through three separate invitations to faculty, deans, directors, and department heads) tried to make sure that all departments were aware of the intention to change this section of the general education requirements. Many faculty responded to the proposed change with tremendous enthusiasm. As is the case with all catalog requirements, these lists will undoubtedly change over time. But UCGE is satisfied that the currently-proposed lists offer a wide range of choice to students and also adequately accommodate college and departmental curricular strictures. There can be no doubt that this proposal will simplify advising.

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 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. Courses that are approved to satisfy a core requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a core course.

Note: Remedial courses may not be used to satisfy any of these requirements. 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 requirement 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 six 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 course with accompanying labs or 7 cr which includes a CORS course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the 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)
- CORS 205-297 Integrated Science (3 or 4 cr)
- Ent 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)*
- MMBB 250, 255 General Microbiology and Lab (5 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)
- Soil 205, 206 The Soil Ecosystem and Lab (4 cr)*

*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.
J-3-c. Mathematics, Statistics, or Computer Science (3 cr). These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

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

- CS 101 Introduction to Computer Science (3 cr)
- CS 112 Introduction to Problem Solving and Programming (3 cr)
- Math 123 Mathematics Applied to the Modern World (3 cr)
- Math 130 Finite Mathematics (3 cr)
- Math 137 Algebra with Applications (3 cr)
- Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
- Math 160 Survey of Calculus (4 cr)
- Math 170 Analytic Geometry and Calculus I (4 cr)
- Stat 150 Introduction to Statistics (3 cr)
- Stat 251 Statistical Methods (3 cr)

J-3-d. General Core Studies (18 cr):

Within the requirements below, students must complete at least one upper division course, and must complete courses from at least three different disciplines. Core Discovery courses may not be counted towards the three discipline requirement.

(1) Core Discovery (7 cr): One course from CORE 103-149 (open to freshmen only) and one course from CORE 153-199 (open to freshmen and sophomores only).

(2) Humanities (3 cr): One course chosen from the approved humanities courses listed below.

(3) Social Sciences (3 cr): One course chosen from the approved social science courses listed below.

(4) International Course: One course chosen from the approved international courses listed below. Students are required to complete one international course. If a student takes a Core Discovery, Humanities or Social Science course that also appears on the list of approved International courses then this requirement is considered to be completed. This requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

(5) Additional Course(s) (2-5 cr): Additional coursework to total 18 credits chosen from the approved capstone, humanities, social sciences, or international courses listed below.

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

(1) Core Discovery: One course from CORE 103-149 (open to freshmen only) and one course from CORE 153-199 (open to freshmen and sophomores only).

(2) Cluster Courses: Three courses (minimum 8 credits) chosen from one approved core cluster (see below). 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 and at least one upper-division course. Note: CORE and CORS courses may not count toward the two discipline requirement.

(3) International Course [I]: One approved international course with a contemporary international or global focus.

(4) Humanities [H]/Social Sciences [S]: 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 approved listing of fine arts and capstone courses.

A course may be used toward more than one of the above requirements but may count only once toward the required 18 credits.

Approved Humanities Courses:
- AmSt 301 Studies in American Culture (3 cr)
- Art 100 World Art and Culture (3 cr)
- Art 202 Early Modern Art and Aesthetics (3 cr)
- Art 205 Visual Culture (3 cr)
- Art 213 History and Theory of Modern Design I (3 cr)
- Art 302 Modern Art and Theory (3 cr)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Art 382</td>
<td>History of Photography (3 cr)</td>
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<tr>
<td>Art 407</td>
<td>New Media (3 cr)</td>
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<td>Dan 100</td>
<td>Dance in Society (3 cr)</td>
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<td>Engl 175</td>
<td>Introduction to Literary Genres (3 cr)</td>
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<tr>
<td>Engl 257</td>
<td>Literature of Western Civilization (3 cr)</td>
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<td>Engl 258</td>
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<tr>
<td>Engl 342</td>
<td>Survey of British Literature (3 cr)</td>
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<td>Engl 344</td>
<td>Survey of American Literature (3 cr)</td>
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<td>Engl 345</td>
<td>Shakespeare (3 cr)</td>
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<td>Engl 375</td>
<td>The Bible as Literature (3 cr)</td>
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<td>Engl 481</td>
<td>Women's Literature (3 cr)</td>
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<td>Engl 484</td>
<td>American Indian Literature (3 cr)</td>
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<tr>
<td>FLEN 313</td>
<td>Modern French Literature in Translation (3 cr)</td>
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<tr>
<td>FLEN 315</td>
<td>French Cinema (3 cr)</td>
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<td>FLEN 324</td>
<td>German Literature in Translation (3 cr)</td>
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<td>FLEN 363</td>
<td>Literature of Ancient Greece and Rome (3 cr)</td>
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<td>FLEN 364</td>
<td>Literature of Ancient Greece and Rome (3 cr)</td>
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<td>FLEN 394</td>
<td>Latin American Literature in Translation (3 cr)</td>
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<tr>
<td>FLEN 420</td>
<td>International Cinema and National Literatures (3 cr)</td>
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<td>Survey of Music (3 cr)</td>
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<td>History of Rock and Roll (3 cr)</td>
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<td>Phil 201</td>
<td>Critical Thinking (3 cr)</td>
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<td>Phil 240</td>
<td>Belief and Reality (3 cr)</td>
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<td>Phil 351</td>
<td>Philosophy of Science (3 cr)</td>
</tr>
<tr>
<td>Phil 361</td>
<td>Professional Ethics (3 cr)</td>
</tr>
<tr>
<td>TheF 101</td>
<td>Introduction to the Theatre (3 cr)</td>
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**Approved Social Science Courses:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AmSt 201</td>
<td>Introduction to Ethnic Studies (3 cr)</td>
</tr>
<tr>
<td>Anth 100</td>
<td>Introduction to Anthropology (3 cr)</td>
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<tr>
<td>Anth 220</td>
<td>Peoples of the World (3 cr)</td>
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<td>Anth 329</td>
<td>North American Indians (3 cr)</td>
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<td>Comm 233</td>
<td>Interpersonal Communication (3 cr)</td>
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<td>Comm 331</td>
<td>Conflict Management (3 cr)</td>
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<td>Comm 335</td>
<td>Intercultural Communication (3 cr)</td>
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<td>Econ 201</td>
<td>Principles of Economics (3 cr)</td>
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<td>Econ 202</td>
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<td>Econ 272</td>
<td>Foundations of Economic Analysis (4 cr)</td>
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<td>Society and Natural Resources (3 cr)</td>
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<td>World Regional Geography (3 cr)</td>
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<td>Political Geography (3 cr)</td>
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<td>JS 101</td>
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<td>PolS 275</td>
<td>American State and Local Government (3 cr)</td>
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<td>American Foreign Policy (3 cr)</td>
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<td>Psyc 101</td>
<td>Introduction to Psychology (3 cr)</td>
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<td>Soc 101</td>
<td>Introduction to Sociology (3 cr)</td>
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<tr>
<td>Soc 230</td>
<td>Social Problems (3 cr)</td>
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<td>Soc 250</td>
<td>Social Conflict (3 cr)</td>
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**Approved International Courses:**

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<tbody>
<tr>
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<td>World Art and Culture (3 cr)</td>
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<tr>
<td>Anth 220</td>
<td>Peoples of the World (3 cr)</td>
</tr>
<tr>
<td>Anth 261</td>
<td>Language and Culture (3 cr)</td>
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<tr>
<td>Art 202</td>
<td>Early Modern Art and Aesthetics (3 cr)</td>
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<tr>
<td>Art 208</td>
<td>Italian Renaissance Art and Culture (3 cr)</td>
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</tbody>
</table>
Art 213  History and Theory of Modern Design I (3 cr)
Art 302  Modern Art and Theory (3 cr)
Art 303  Contemporary Art and Theory (3 cr)
Art 313  History and Theory of Modern Design II (3 cr)
Chin 201  Chinese Third Semester (4 cr)
Chin 202  Chinese Fourth Semester (4 cr)
Comm 335  Intercultural Communication (3 cr)
Core 107  Cultural Encounters: The Latino Story (4 cr)
Core 113  Globalization (4 cr)
Core 116  The Sacred Journey: Religions of the World (4 cr)
Core 117  The Movies, The World, and You (4 cr)
Core 157  Cultural Encounters: The Latino Story (3 cr)
Core 163  Globalization (3 cr)
Core 166  The Sacred Journey: Religions of the World (3 cr)
Core 167  The Movies, The World, and You (3 cr)
Engl 481  Women's Literature (3 cr)
FCS 419  Dress and Culture (3 cr)
FLEN 307  The European Union (3 cr)
FLEN 315  French Cinema (3 cr)
FLEN 324  German Literature in Translation (3 cr)
FLEN 391  Hispanic Film (3 cr)
FLEN 392  Contemporary European Fiction Film (3 cr)
FLEN 394  Latin American Literature in Translation (3 cr)
FLEN 420  International Cinema and National Literatures (3 cr)
FLEN 421  Women in Cinema: The International Scene (3 cr)
Fren 201  Intermediate French I (4 cr)
Fren 202  Intermediate French II (4 cr)
Geog 165  Human Geography (3 cr)
Geog 200  World Regional Geography (3 cr)
Geog 350  Geography of Development (3-4 cr)
Geog 360  Population Dynamics and Distribution (3-4 cr)
Geog 365  Political Geography (3 cr)
Germ 201  Intermediate German I (4 cr)
Germ 202  Intermediate German II (4 cr)
Ital 201  Intermediate Italian I (4 cr)
Ital 202  Intermediate Italian II (4 cr)
Japn 201  Intermediate Japanese I (4 cr)
Japn 202  Intermediate Japanese II (4 cr)
LArc 390  Italian Hill Towns and Urban Centers (3 cr)
PolS 205  Introduction to Comparative Politics (3 cr)
Russ 201  Third Semester Russian (4 cr)
Russ 202  Fourth Semester Russian (4 cr)
Span 201  Intermediate Spanish I (4 cr)
Span 202  Intermediate Spanish II (4 cr)

Approved Capstone Courses:
AgEc 478  Advanced Agribusiness Management (3 cr)
Art 490  BFA Art/Design Studio (6 cr, max 12)
Art 491  Information Design (3 cr, max 9)
Art 495  BFA Senior Thesis (2 cr, max 4)
BAE 478  Engineering Design I (3 cr)
BAE 479  Engineering Design II (3 cr)
Bus 490  Strategic Management (3 cr)
CE 493  Senior Design Project (1-3 cr, max 4 cr)
CE 494  Senior Design Project (1-3 cr, max 4 cr)
ChE 452  Environmental Management and Design (3 cr, max arr)
ChE 454  Chemical Process Analysis and Design (3 cr)
ECE 481  EE Senior Design II (3 cr)
ECE 483  Computer Engineering Senior Design II (3 cr)
EnvS 497  (s) Senior Research and Thesis (3 cr)
ForP 495  Product and Process Development and Commercialization (3 cr)
LArc 480  The Emerging Landscape (3 cr)
ME 424  Mechanical Systems Design I (3 cr)
ME 426  Mechanical Systems Design II (3 cr)
Core Clusters:

**American Indian Experience**
- AIST 320: The Celluloid Indian: American Indians in Popular Film (3 cr) [H]
- AIST 401: Contemporary American Indian Issues (3 cr) [S]
- Anth 201: Introduction to Ethnic Studies (3 cr) [S]
- Anth 101: Introduction to Anthropology (3 cr) [S]
- Anth 302: North American Indians (3 cr) [S]
- Anth 422: Plateau Indians (3 cr) [S]
- Anth/Soc 427: Racial and Ethnic Relations (3 cr) [S]
- CORE 153: Race, Ethnicity, and Identity (3 cr) [H]
- Engl 484: American Indian Literature (3 cr) [H]
- Hist 111: Introduction to U.S. History (3 cr) [S]
- Hist 112: Introduction to U.S. History (3 cr) [S]
- Hist 431: History of Indian-White Relations (3 cr) [S]

**Beyond the Workplace**
- Comm 233: Interpersonal Communication (3 cr) [S]
- CORE 162: Feel the Groove: The Generations of Jazz from Blues to Hip Hop (3 cr) [H]
- CSS 287: Foundations of Conservation Leadership and Management (2 cr)
- CSS 304: Conservation Social Sciences Field Studies (3 cr)
- Dan 100: Dance in Society (3 cr) [H]
- PEP 310: Cultural and Philosophical Aspects of Sport (2 cr)
- Phil 103: Ethics (3 cr) [H]
- Psych 101: Introduction to Psychology (3 cr) [S]
- Psych 320: Introduction to Social Psychology (3 cr) [S]
- Rec 260: Historical Perspectives of Leisure and Society (3 cr)
- Rec 420: Experiential Education (2 cr)
- Soc 101: Introduction to Sociology (3 cr) [S]
- Soc 230: Social Problems (3 cr) [S]

**Conflict in Public and Private Life**
- Anth 101: Introduction to Anthropology (3 cr) [S]
- Anth 428: Social and Political Organization (3 cr) [S]
- Bus 311: Introduction to Management (3 cr)
- Comm 331: Conflict Management (3 cr)
- CSS 466: Public Involvement in Natural Resource Management (3 cr)
- Econ 272: Foundations of Economic Analysis (4 cr) [S]
- Econ 407: Public Finance (3 cr) [S]
- Hist 458: Military History (3 cr) [S]
- Phil 103: Ethics (3 cr) [H]
- Phil 436: Philosophy of War and Peace (3 cr) [H]
- PolS 337: International Politics (3 cr) [I, S]
- Psych 101: Introduction to Psychology (3 cr) [S]
- Psych 320: Introduction to Social Psychology (3 cr) [S]

**Environmental and Natural Resource Policies**
- AgEc 477: Law, Ethics, and the Environment (3 cr) [S]
- CORE 156: The New Wild West: People and the Environment (3 cr) [S]
- CORE 161: Fire, Myth, and Mankind: Coming to Terms with Nature (3 cr) [H]
- CORE 211: Use and Abuse of Land Resources (3 cr)
- CSS/For 235: Society and Natural Resources (3 cr) [S]
- CSS 486: Public Involvement in Natural Resource Management (3 cr)
- CSS 493: International Land Preservation and Conservation Systems (3 cr) [I]
- Econ 202: Principles of Economics (3 cr) [S]
- Econ 272: Foundations of Economic Analysis (4 cr) [S]
- Econ 385: Environmental Economics (3 cr) [S]
- For 484: Forest Policy and Administration (2 cr)
- Geog 420: Land, Resources, and Environment (3 cr) [S]
- Hist 424: American Environmental History (3 cr) [S]
- Phil 103: Ethics (3 cr) [H]
- Phil 436: Environmental Philosophy (3 cr) [H]
- PolS 337: International Politics (3 cr) [I, S]
- PolS 339: Politics of the Environment (3 cr) [S]
- PolS 452: Natural Resource Policy (3 cr) [S]

**Faith and Reason**
- Anth 101: Introduction to Anthropology (3 cr) [S]
- Anth 251: Introduction to Physical Anthropology (3 cr) [S]
- Anth 327: Belief Systems (3 cr) [S]
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### Foundations of U.S. Identities: Our Cultural Heritages

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### Human Cultures & the Environment

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Geol 361  Geology and the Environment (3 cr) - [S]
Hist 424  American Environmental History (3 cr) - [S]
Hist 431  History of Indian-White Relations (3 cr) - [S]
LArc 389  History of Landscape Architecture (3 cr) - [H]
Phil 452  Environmental Philosophy (3 cr) - [H]

**Imagination into Form**
Arch 386  History of Architecture II: Modern (3 cr) - [S]
Arch 486  American Architecture (2 cr) - [H]
Art 100  World Art and Culture (3 cr) - [H]
Art 110  Visual Communication (2 cr) - [H]
Art 111  Drawing I (2 cr) - [H]
Art 261  Ceramics I (3 cr) - [H]
Art 302  Modern Art and Theory (3 cr) - [H]
Art 382  History of Photography (3 cr) - [H]

CORE 162  Feel the Groove: The Generations of Jazz from Blues to Hip Hop (3 cr) - [H]
Dan 105  Dance (1 cr)
Dan 384  Dance Composition I (3 cr) - [H]
Engl 291  Creative Writing: Poetry (3 cr) - [H]
Engl 293  Creative Writing: Nonfiction (3 cr) - [H]
MusC 120  Fundamentals of Music (2 cr) - [H]
MusH 419  Studies in 20th-Century Music (3 cr) - [H]
Psych 101  Introduction to Psychology (3 cr) - [S]
TheF 101  Introduction to the Theatre (3 cr) - [H]
TheF 105  Basics of Performance (3 cr) - [H]
TheF 188  Introduction to Film Studies (3 cr) - [H]

**Living in the Global Marketplace**
AgEc 447  Economics of Developing Countries (3 cr) - [I, S]
AgEc 481  Agricultural Markets in a Global Economy (3 cr) - [I, S]
Anth 220  Peoples of the World (3 cr) - [I, S]
Anth 462  Human Issues in International Development (3 cr) - [I, S]
Bus 321  Marketing (3 cr)
Bus 482  International Marketing (3 cr) - [I]
Comm 335  Intercultural Communication (3 cr) - [I, S]
CORE 158  Social Transformations: Market Myths (3 cr) - [H]
CORE 183  Globalization (3 cr) - [H, I]
Econ 201  Principles of Economics (3 cr) - [S]
Econ 272  Foundations of Economic Analysis (4 cr) - [S]
Econ 446  International Economics (3 cr) - [I, S]
FLEN 307  The European Union (3 cr) - [I, S]
Geog 105  Human Geography (3 cr) - [I, S]
Geog 240  Economic Geography (3 cr) - [S]
Geog 350  Geography of Development (3-4 cr) - [I, S]
Phil 103  Ethics (3 cr) - [H]
Span 309  Spanish for Business (3 cr) - [H, I]

**Made in the USA: Arts, Technology, and Innovation**
AmSt 301  Studies in American Culture (3 cr) - [H]
Anth 431  Historical Archaeology (3 cr) - [S]
Arch 386  American Architecture (2 cr) - [H]
Art 213  History and Theory of Modern Design I (3 cr)
Art 271  Interaction Design I (3 cr)
Bus 321  Marketing (3 cr)
CORE 162  Feel the Groove: The Generations of Jazz from Blues to Hip Hop (3 cr) - [H]
CORE 184  Understanding Media: Culture, Meaning and Power (3 cr) - [H]
Dan 421  Dance History (3 cr) - [H]
Engl 344  Survey of American Literature (4 cr) - [H]
Hist 416  Rise of Modern America, 1877-1900 (3 cr) - [S]
MusH 201  History of Rock and Roll (3 cr) - [H]
MusH 410  Studies in Jazz History (3 cr) - [H]
MusH 440  Studies in American Music (3 cr) - [H]
MusH 540  Studies in American Music (3 cr) - [H]
Psych 461  Human-Computer Interaction (3 cr) - [S]
TheF 100  Theatre and Film Seminar (3 cr) - [H]

**Making Myths, Sharing Faith**
Anth 327  Belief Systems (3 cr) - [S]
Anth 329  North American Indians (3 cr) - [S]
CORE 159  Religion, Science, Technology, and Cultures of Time (3 cr) - [H]
CORE 166  The Sacred Journey: Religions of the World (3 cr) - [I, I]
Engl 257  Literature of Western Civilization (3 cr) - [H]
FLEN 211 Classical Mythology (Gods) (2 cr) [H]
FLEN 212 Classical Mythology (Heroes) (2 cr) [H]
FLEN 363 Literature of Ancient Greece and Rome (3 cr) [H]
FLEN 364 Literature of Ancient Greece and Rome (3 cr) [H]
FLEN 441 Ancient Greek Civilization (3 cr) [H]
FLEN 442 Civilization of Ancient Rome (3 cr) [H]
Phil 240 Belief and Reality (3 cr) [H]
Phil 306 Hindu Thought (3 cr) [H, I]
Phil 307 Buddhism (3 cr) [H, I]
Phil 309 Confucianism and Taoism (3 cr) [H, I]
Phil 320 History of Ancient and Medieval Philosophy (3 cr) [H]
TheF 468 Theatre History I (3 cr) [H]

**Professionalism, Society, and Ethics**

AgEc 101 The Business of Agriculture (1 cr) [S]
AgEc 356 Agricultural and Rural Policy (3 cr)
AgEc 477 Law, Ethics, and the Environment (3 cr) [S]
AmSt 201 Introduction to Ethnic Studies (3 cr) [S]
AmSt 301 Studies in American Culture (3 cr) [H]
Anh 462 Human Issues in International Development (3 cr) [I, S]
Art 271 Interaction Design I (3 cr)
BLaw 265 Legal Environment of Business (3 cr)
Bus 301 Introduction to Business Enterprises (3 cr)
Bus 321 Marketing (3 cr)
CORE 154 Contemporary American Experience (3 cr) [H]
Econ 202 Principles of Economics (3 cr) [S]
Econ 272 Foundations of Economic Analysis (4 cr) [S]
LArc 358 Professional Office Practice in Landscape Architecture (2 cr)
MS 101 Introduction to Military Science (1 cr)
MS 102 Fundamentals of Leadership and Management (1 cr)
PBP 275 Moral Reasoning in Sport (2 cr)
Phil 103 Ethics (3 cr) [H]
Phil 365 Biomedical Ethics (3 cr) [H]
Phil 450 Ethics in Science (3 cr) [H]
Phil 470 Philosophy of Law (3 cr) [H]
Psych 101 Introduction to Psychology (3 cr) [S]

**Roots of Western Culture**

Anth 327 Belief Systems (3 cr) [S]
CORE 165 Great Literature, Art and Music of the World (3 cr) [H]
Engl 257 Literature of Western Civilization (3 cr) [H]
FLEN 211 Classical Mythology (Gods) (2 cr) [H]
FLEN 212 Classical Mythology (Heroes) (2 cr) [H]
FLEN 363 Literature of Ancient Greece and Rome (3 cr) [H]
FLEN 364 Literature of Ancient Greece and Rome (3 cr) [H]
FLEN 441 Ancient Greek Civilization (3 cr) [H]
Hist 101 History of Civilization (3 cr) [S]
Hist 357 Women in Pre-Modern European History (3 cr) [S]
Hist 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr) [S]
Hist 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr) [S]
Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr) [S]
Phil 103 Ethics (3 cr) [H]
Phil 302 Biblical Judaism: Texts and Thought (3 cr) [H]
Phil 303 Early Christianity: Texts and Thought (3 cr) [H]
Phil 320 History of Ancient and Medieval Philosophy (3 cr) [H]
Span 305 Culture and Institutions of Spain (3 cr) [H, I]
TheF 468 Theatre History I (3 cr) [H]

**Self and Identity**

Anth 100 Introduction to Anthropology (3 cr) [S]
Anth 220 Peoples of the World (3 cr) [I, S]
Art 205 Visual Culture (3 cr) [H]
Comm 233 Interpersonal Communication (3 cr) [S]
CORE 153 Race, Ethnicity, and Identity (3 cr) [H]
CORE 157 Cultural Encounters: The Latino Story (3 cr) [I, S]
CORE 160 Sex and Culture: Women and Men in the 21st Century (3 cr) [H]
Dan 421 Dance History (3 cr) [H]
Hist 367 Women in Pre-Modern European History (3 cr) [S]
MS 101 Introduction to Military Science (1 cr)
Phil 240 Belief and Reality (3 cr) [H]
Phil 442 Philosophy of Mind (3 cr) [H]
Psych 101 Introduction to Psychology (3 cr) [S]
Psych 305 Developmental Psychology (3 cr) [S]
Psyc 325, Cognitive Psychology (3 cr) [S]  
Soc 101, Introduction to Sociology (3 cr) [S]  
Soc 314, Society and Self (3 cr) [S]  
The F 105, Basics of Performance (3 cr) [H]  

South American and Latino Cultures  
Anth 220, Peoples of the World (3 cr) [I, S]  
Anth 402, Human Issues in International Development (3 cr) [I, S]  
CORE 157, Cultural Encounters: The Latino Story (3 cr) [I, S]  
FLEN 391, Hispanic Film (3 cr) [H, I]  
FLEN 394, Latin American Literature in Translation (3 cr) [H, I]  
FLEN 395, Culture and Institutions of Latin America (3 cr) [H, I]  
Geog 200, World Regional Geography (3 cr) [I, S]  
Hist 438, Modern Mexico and the Americas (3 cr) [I, S]  
Hist 439, Modern Latin America (3 cr) [I, S]  
Hist 440, Social Revolution in Latin America (3 cr) [I, S]  
MusH 360, Music of the Americas (3 cr) [H]  
Span 201, Intermediate Spanish I (4 cr) [H, I]  
Span 307, Hispanic Film (3 cr) [H, I]  

The Asian World  
Anth 220, Peoples of the World (3 cr) [I, S]  
Geog 200, World Regional Geography (3 cr) [I, S]  
Hist 101, History of Civilization (3 cr) [S]  
Hist 102, History of Civilization (3 cr) [I, S]  
Hist 180, Introduction to East Asian History (3 cr) [I, S]  
Hist 457, History of the Middle East (3 cr) [I, S]  
Hist 482, Japan, 1600 to Present (3 cr) [I, S]  
Hist 484, Modern China, 1800s to Present (3 cr) [I, S]  
Japn 101, Elementary Japanese I (4 cr) [H]  
Phil 306, Hindu Thought (3 cr) [H, I]  
Phil 307, Buddhism (3 cr) [H, I]  
Phil 308, Confucianism and Taoism (3 cr) [H, I]  
PolS 383, Middle Eastern Politics (3 cr) [I, S]  

The European Renaissance  
Art 208, Italian Renaissance Art and Culture (3 cr) [H]  
CORE 166, The Sacred Journey: Religions of the World (3 cr) [H, I]  
Engl 345, Shakespeare (3 cr) [H]  
Hist 101, History of Civilization (3 cr) [S]  
Hist 447, The Renaissance (3 cr) [S]  
MusH 202, Survey of European Music to 1600 (3 cr) [I, H]  
The F 468, Theatre History I (3 cr) [H]  

The Nature of Language and Meaning  
Anth 261, Language and Culture (3 cr) [I, S]  
Anth 441, Introduction to the Study of Language (3 cr) [H]  
Art 110, Visual Communication (2 cr) [H]  
Art 222, Graphic Design II (3 cr) [H]  
Art 271, Interaction Design I (3 cr)  
Comm 449, Theory in Communication (3 cr) [S]  
Dan 320, Labanotation (3 cr) [H]  
Engl 496, History of the English Language (3 cr) [H]  
Phil 202, Introduction to Symbolic Logic (3 cr) [H]  
Phil 443, Philosophy of Language (3 cr) [H]  
Psyc 101, Introduction to Psychology (3 cr) [S]  
Psyc 325, Cognitive Psychology (3 cr) [S]  

Theory and Practice of Decision Making  
Bus 311, Introduction to Management (3 cr)  
Econ 202, Principles of Economics (3 cr) [S]  
Econ 272, Foundations of Economic Analysis (4 cr) [S]  
Econ 352, Intermediate Microeconomic Analysis (3 cr) [S]  
Geog 427, Spatial Decision Support Techniques (3 cr)  
MS 101, Introduction to Military Science (1 cr)  
MS 102, Fundamentals of Leadership and Management (1 cr)  
Phil 103, Ethics (3 cr) [H]  
Phil 201, Critical Thinking (3 cr) [H]  
Phil 202, Introduction to Symbolic Logic (3 cr) [H]  
Phil 417, Philosophy of Biology (3 cr) [H]  
PolS 103, Introduction to Political Science and American Government (3 cr) [S]  
PolS 360, Law and Society (3 cr) [S]  

Psyc 101  Introduction to Psychology (3 cr) [S]
Psyc 320  Introduction to Social Psychology (3 cr) [S]
Psyc 325  Cognitive Psychology (3 cr) [S]
Stat 262  Decision Analysis (1 cr)
Stat 271  Statistical Inference and Decision Analysis (4 cr)

Twentieth Century Transformations
Anth 462  Human Issues in International Development (3 cr) [I, S]
CORE 154  Contemporary American Experience (3 cr) [H]
CORE 163  Globalization (3 cr) [H, I]
CORE 164  Understanding Media: Culture, Meaning and Power (3 cr) [H]
Dan 421  Dance History (3 cr) [H]
Engl 258  Literature of Western Civilization (3 cr) [H]
Engl 426  Modern Poetry (3 cr) [H]
FLEN 420  International Cinema and National Literatures (3 cr) [H]
Hist 102  History of Civilization (3 cr) [I, S]
Hist 112  Introduction to U.S. History (3 cr) [S]
Hist 366  Intellectual and Cultural History of Modern Europe (3 cr) [I, S]
Hist 484  Modern China, 1840s to Present (3 cr) [I, S]
Muse 419  Studies in 20th-Century Music (3 cr) [H]
Phil 417  Philosophy of Biology (3 cr) [H]
Phil 425  Philosophy and Feminism (3 cr) [H]
PoIS 487  Political Violence and Revolution (3 cr) [I, S]

Visualizing the World
Art 110  Visual Communication (2 cr) [H]
Art 205  Visual Culture (3 cr) [H]
Art 271  Interaction Design I (3 cr)
Art 382  History of Photography (3 cr) [H]
CORE 167  The Movies, The World, and You (3 cr) [H, I]
Dan 100  Dance in Society (3 cr) [H]
FCS 424  Aesthetics for the Apparel Professional (3 cr)
Geog 180  Geospatial Graphics (3 cr)
LaArc 245  Landscape Graphics I (2 cr)
Math 390  Axiomatic Geometry (3 cr)
Psyc 444  Sensation and Perception (3 cr) [S]
TheF 201  Scene Design I (3 cr) [H]
Applying to the Admissions Committee

Applicants who do not qualify for admission to the University of Idaho may petition the Admissions Committee. Such applicants must submit to the Undergraduate Admissions Office an application for admission, the appropriate fee, all required official transcripts and test scores, three signed letters of recommendation, and a signed written statement of the student's objectives. This information should be received in the Undergraduate Admissions Office by August 1 for fall semester and December 1 for spring semester.

Students admitted through the Admissions Committee may be granted regular or provisional admission and will be subject to the regulations on academic probation, disqualification, and reinstatement. The Admissions Committee may assign provisionally admitted students a primary adviser. These students, while on provisional status, will need this adviser’s approval before registering and when making any changes to their registration. They may be required to attend pre-academic planning within an office or a program of the University. If admitted through the Admissions Committee, the student may be required to attend pre-academic planning within an office or program to be specified in the letter of acceptance. Students admitted through the Admission Committee may be granted regular or provisional admission and will be subject to the regulations on academic probation, disqualification, and reinstatement (see regulation L in part 3).

Freshmen admitted provisionally may change to regular admission status upon satisfactory completion of 14 credits, 12 of which must be in four different categories of the general education requirements (see regulation J-3). Regular admission status must be attained within three semesters or the student will be dismissed, subject to the Admissions Committee's appeal procedures.

Transfer students admitted provisionally must enroll on probation, meet all conditions imposed by the committee, and complete the first semester with at least a 2.00 grade-point average or they will be dismissed, subject to the Admissions Committee's appeal procedure.

Rationale: BACKGROUND AND NEED FOR PROGRAM. Currently of the 115 students granted provisional admission by the Admission Committee approximately 50 could be considered at-risk. (Students are granted provisional admission if they do not meet the admission requirements for the University. These students must complete 14 credits within three semesters, 12 of which are to be completed in four different categories of the general education requirements. If the student meets this stipulation his/her status changes to that of a regularly admitted student. If not, they are disqualified.) Although the Admissions Committee encourages these students to seek academic services on campus, very few follow-up. Few faculty advisers know the significance of provisional admission and very few have had experience advising at-risk students. These students are frequently given the same advice, schedule and load as the ordinary student. It is believed that a support program consisting of specialized advising and support services will increase retention and gpa’s.

OUTLINE OF PROGRAM

1. The Admissions Committee will designate particular provisional students as at-risk, on the basis of test scores and transcripts and other criteria.
2. [a. This year these students will be strongly encouraged to participate in the program.] b. Next year, the Admissions Committee will assign the student an adviser, experienced in working with at-risk students. In most cases it will be an adviser from the Academic Advising Center. Some Colleges may choose to designate an adviser for their at-risk students. The student will also have an adviser in the department of his/her major, but the assigned adviser will be the primary adviser for the student. The primary adviser will be responsible for lifting the registration block, and the student must have the approval of the primary adviser to add or drop a class. (This is similar to the procedures for at-risk students in the Athletic Department.) The Admissions office will send a copy of the student’s high school transcript and other relevant material to the primary adviser.
3. Students will be encouraged to take 12-15 credits their first semester, depending on their profile, strengths/weaknesses, and degree program requirements. The goal is for each student to experience a successful year--not to withdraw from credits and to earn a 2.0 or above GPA. Students will be encouraged to enroll in WINGS fall semester and encouraged to enroll in a College Success Strategies course either fall or spring.
4. The primary adviser will communicate with the departmental adviser of the students major regarding curriculum requirements, academic progress etc.
5. The primary adviser will meet regularly with the student to explain provisional status, to set academic goals, to develop an academic success plan, to explore major/career options, and to monitor the student’s progress on a regular basis. The primary adviser will also refer the student to campus services appropriate to the student’s needs such as Financial Aid, the Counseling Center, Student Support Services, and the Career Center.