University of Idaho
2010-2011
FACULTY SENATE AGENDA

Meeting #22

3:30 p.m., Tuesday, March 29, 2011
BRINK HALL FACULTY LOUNGE

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2010-11 Faculty Senate Meeting #21, March 22, 2011

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Elections by Colleges for Outgoing Senators – deadline April 15th
     Dan Eveleth (Business & Econ)
     Kenton Bird (CLASS)
     Dean Edwards (Engineering)
     Jerry Fairley (Science)
     Kerry Huber (CALS)
   • Commencement Update (Krogh)

VI. Committee Reports.
    UCC:
    • FS-11-030: Graduate Studies Grade Requirements (Roberts)
    • FS-11-031: Graduate Studies – Pass-Fail Option (Roberts)
    • FS-11-032: Graduate Studies – E-2 (Roberts)
    • FS-11-033: UCGE – Regulation J-3 (Henscheid, Chandler, Aiken)
    • FS-11-034: CLASS – Department of Foreign Languages and Literatures change to
      Department of Modern Languages & Cultures (Spence)
    • FS-11-035: Juris Doctorate Law – Litigation & Alternative Dispute Resolution (Luebbert)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Dan Eveleth, Chair 2010-2011, Faculty Senate

Attachments:
Minutes of Meeting #21
Senate FAQs
FS-11-030 through 035
University of Idaho  
Faculty Senate Meeting Minutes  
2010-11 Meeting #21 Tuesday March 22, 2011


Absent: Duval (Coeur d'Alene). Guests: 10

A quorum being present, the Chair called the meeting to order at 3:35 p.m.

Minutes: It was moved to accept the minutes of meeting #20 (Baillargeon/Padgham-Albrecht) with minor punctuation changes. The minutes were approved as amended.

Chair’s Report: The Chair had attended the President’s Cabinet meeting yesterday and noted with the broad UI community representation in the group, that the level of open dialog was a testament to the strong culture of shared governance at the university. He had also attended the Transportation Advisory Group meeting hosted by the Director of Parking and Transportation Services, Carl Root and was appreciative for the thoughtful efforts that the group contributes to a safe and efficient parking and transportation system at the university. Proceeding with the theme of shared governance, the Chair also noted the State Board/University of Idaho Regents meeting would be held on campus in April. He was complimentary of the close collaboration between the ASUI Leadership and the Executive Leadership in collaboratively developing the proposed changes to student fees that would go before the Regents. In the proposed furlough policy and catalog (UCC) changes that would be upcoming in the next week or two, senators should be active in being familiar with the items as they are distributed prior to meetings and being sure that their constituents are informed. The Chair asked Senator Halloran for a brief report about the recent Dance Conference hosted at the university. The American College Dance Festival Northwest Conference, 2011 had been a great success. Senator Halloran noted that the festival had catered to 460-465 attendees; there had been six full performances and 85 Master classes along with other activities held during the festival. He particularly noted the great leadership shown by University of Idaho students who stepped up to help with many tasks throughout the festival. He was very proud of our students and the university in providing great training and life skills development as evidenced by the efforts of the students throughout the event.

Provost’s Report: Vice Provost for Academic Affairs, Jeanne Christiansen attended as the Provost was traveling. Vice Provost Christiansen, asked Vice Provost for Student Affairs, Bruce Pitman to provide a brief report on the alternative spring break activities undertaken by 140 UI students during the previous week. Eleven student teams had participated in Habitat for Humanity projects in states across the nation. To support these activities, each student pays 1/3 of the cost, while 2/3 are met from ASUI fees. There had been several construction projects undertaken, one of which was in remodeling a facility that supported victims of human trafficking that was located in Washington, DC. Providing announcements about upcoming university activities, Vice Provost Christiansen, noted that the Kibbie Dome renovation is underway and is expected to be completed by the end of the summer. Commencement will be affected and will be held outdoors, on the Kibbie practice field. Vandal Friday events will be held over the next four Fridays, the first two being bigger events than the latter two. The fourth annual Sustainability Symposium is coming up, March 30-April 1. Guest presenter Bill McKibben is an American environmentalist who will present his keynote address Wednesday, March 30th at 7PM in the Memorial
Gym. The Borah Symposium is also coming soon, April 3-5. The topic for 2011 is Human Security in the 21st Century, and the keynote speaker is former President of Costa Rica and 1987 Nobel Peace Laureate, Oscar Arias. On April 24-25, the Native American Tribal Pow-Wow will be held and the Native American film festival will also be on at the Kenworthy Theater this Friday and Saturday night and admission is free.

**FS-11-028 Committee on Committees – change in structure of the Borah Symposium Committee.** Chair of Committee on Committees, Professor Paul Joyce provided context for the proposed changes. At the request of the Director of the Martin Institute, Bill Smith, broadening participation in the committee to include staff but without increasing the size of the committee had been considered by the Committee on Committees. Their recommendation was to decrease the faculty representation from eight to six and to add two staff members. Due to the heavy time commitment required on this committee, an additional recommendation to change the faculty term from three years to two years would provide opportunity for the many who wished to serve on this committee to have an increased chance for them to serve.

During discussion, Senator Hasko, who had previously served on the Borah Committee supported the changes as the commitment of time was very demanding. Coming as a seconded motion, the question was called. A friendly amendment was proposed to remove the next to last sentence from the description of the committee structure (as circulated), given that the wording was repeated in the revised section. It was agreed by the Committee on Committees Chair that the repeated sentence was an oversight. The question of amended motion was called. Approved, unanimously.

**Proposed Resolution opposing Idaho House Bill 222:** The Chair noted that senate had engaged in lengthy discussion at the previous meeting and had also received input from the gallery. Since the prior senate meeting, the Bill had passed the Idaho House and was before the Idaho Senate State Affairs Committee. If it were to continue through the legislature, it would need to be passed by this committee and then go on to the full senate and if approved then go on to Governor Otter for his approval. Thus, there were several steps at which it would be possible for the Faculty Senate to provide input. The Chair thanked the university Director of Government Relations, Martin Peterson and President Nellis for providing feedback and support for the position of the senate expressed at the previous meeting. The decision at the previous senate meeting to more fully articulate the senate position had resulted in the draft resolution that was now before senate (as distributed).

The question before senate today was to determine support for the resolution. If approved, the resolution would be forwarded to the appropriate sectors of the Idaho Legislature at the earliest opportunity. The Chair noted that each of the “Whereas” framing statements provided context for the stated two part resolution statements. He noted that a common goal across all groups who were either in favor of or against HB 222 was captured in the second framing statement, as it supported maintaining safety on university and college campuses in Idaho. Further, a point in common with HB 222 was that there are cases and sites at which restrictions on firearms are necessary. The fourth and fifth framing statements supported the notion that each Idaho campus has unique attributes and that it was appropriate for individual universities in collaboration with local government, law enforcement and citizens, who were most qualified to assess the local environment, to have oversight of policy as it presently stands under the State Board of Education and University Regent’s designation. A number of Idaho law enforcement officers who had given testimony before the Idaho House had noted their recommendation that authority reside at the local level in such cases.
Discussion provided additional suggestions that the local environments were very different in the cases of a residential campus such as the University of Idaho, versus a commuter campus such as North Idaho College. There was further discussion of the pros and cons of the sixth framing statement that added an additional dimension to the prior points that were more focused upon local control of the policy. It was moved to accept the resolution as distributed with the amendment of striking out the sixth framing statement (Fairley/Stark).

Further discussion led to a proposed friendly amendment to also strike out the phrase of the second part of the resolution statement, “and the public opinions of Idaho law enforcement” (accepted). There being no further discussion, the question was called on the amended resolution. Approved, with one opposed.

Adjournment: It was moved (Hoversten/Marshall, J.) to adjourn at 4:17 p.m. Approved, unanimously.

Respectfully submitted,

Rodney A. Hill, Faculty Secretary and Secretary to Faculty Senate
Faculty Senate FAQs

When and who initiates and handles the elections for FS members going off Senate?

Elections are to be finalized before April 15th. Typically it is up to the current FS members from each respective college/unit to consult and assign someone who will handle the process. Check with your respective college/unit as most colleges/units should have procedures set out in their by-laws (see FSH 1520, Section 6 below). If it is not addressed in the by-laws, it is fine for the FS member to solicit the assistance of the dean’s office in sending out secret ballots. However, keep in mind that FS elections should be driven by faculty and all faculty within each college should be involved and have vote.

“FSH 1520, Article V, Section 6. Elections. Regular elections for representatives on the Senate are held before April 15 of each year in which an election is to be held. All elections for members of the Senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.”

How long is my term on Faculty Senate?

“FSH 1520, Article V, Section 4. Terms of Office. Elected faculty members of the Senate serve for three years. The academic dean and the staff representative serve for one year. The terms of office for student members are as established by the Senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the Senate may shorten the initial term of office of faculty representatives elected to fill new positions on the Senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected faculty member of the Senate may serve an immediately ensuing term [but see 1580 III-3].”

What if I have replaced a member from my college who resigned from Faculty Senate, can I serve again?

“1580 Article III, Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that member’s normal term of office is ineligible for membership on the Senate until one year has elapsed.”

Can you send someone in your place, with vote, if you will miss a meeting?

You can send someone in our stead, but not with vote. Anyone you send to attend in your stead, if it is less than one month, would be considered an alternate (see FSH 1580, V-7 below).

“FSH 1580, Article V, Section 7. Alternates. Alternates participate in meetings of the Senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor.”

Are proxy votes allowed?

No. “FSH 1580, Article V. Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed.”
What if I will be gone for one month, or more than four months?


Clause A. If it is necessary for a member of the Senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate on the Senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the Senate member returns, he or she resumes the position on the Senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the Senate in writing that he or she intends to participate fully in the activities of the Senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.”
Grade Requirements. A candidate for an advanced degree must have a cumulative GPA, based on all grades on his or her graduate record, of at least 3.00 (A = 4.00). The relevant GPA is calculated as stated in regulation E, except that it is based only on grades received: in all courses taken at UI while the student was enrolled in the particular program (major) leading to the degree sought whether or not those courses are on the student’s study plan; in courses that were taken at UI before the student enrolled in his or her current program and have been included in that program by the student’s committee; and, in the case of candidates for the master’s degree, in UI courses 500 and 599 for an aggregate of not more than 10 credits or the department’s allowance of research credits, whichever is the lesser (grades received in these courses for credits in excess of this limitation are treated as if the courses were graded P or F). Though courses in which grades of D or F are received may not be counted toward the satisfaction of degree requirements; however, those grades are included in the GPA. Thesis or dissertation credits cannot be used towards a non-thesis master’s or special degree.

Rationale: There are two parts to this policy to be considered for revision. First, if approved, all credits on the graduate transcript would be calculated into the student’s GPA. Several students have graduated with less than a 3.00 GPA by changing a major and having only the courses used for the degree counted towards their GPA. Second, there is no way that BANNER can calculate in only 10 credits of thesis towards a degree. If it could, which 10 credits would or should be used? All credits are calculated into the student’s GPA. This is a long overdue housekeeping issue.
B-10. Pass-Fail Option.

B-10-a. Undergraduate Students.

1. After consultation with their advisors, undergraduates who have a cumulative grade-point average of 2.00 or higher are permitted to enroll in one course a semester under this P/F option. (The grade-point requirement is not applicable to students who are taking university-level courses for the first time.) This procedure is separate from taking courses that are regularly graded P/F. Within the limitations specified above, an undergraduate may enroll under the pass-fail option in any course EXCEPT: (a) courses listed by number and title in the student's major curriculum as printed in Part 5; (b) courses taken to meet the distributional requirements of the college or curriculum, unless allowed for P/F enrollment by the college in which the student is majoring; (c) courses used to satisfy the core curriculum; (d) courses in the major subject field; and (e) courses in closely related fields that are excluded from this option by the student's department. (See B-10-d for "Reporting of Grades.")

2. Students in officer education programs (OEP) may enroll under this regulation in courses required because of their affiliation with the OEP ONLY with the permission of the administrator of the OEP department concerned.

3. A maximum of 12 credits earned in courses under this regulation may be counted toward a baccalaureate degree.

B-10-b. Graduate Students.

1. With the approval of the major professor concerned (or advisor in the case of an unclassified student) and the dean of the College of Graduate Studies, graduate students may enroll in a limited number of courses under this P/F option. This procedure is separate from taking courses that are regularly graded P/F.

2. Courses that may be taken by graduate students under this regulation are: (a) any course not in the student's designated major and (b) any course required to remove a deficiency or to provide background for the student's program, unless the major department stipulates that such deficiency courses must be taken on a regular-grade basis and completed with an A or B.

3. Of the minimum number of credits required for a degree, no more than three credits in a master's or specialist program or nine in a doctoral program may be taken under this P/F option.

4. To have P recorded for courses taken under this regulation, a graduate student must earn a C, B, or above. A grade of C will remain on a student's record, while a grade of D will be converted to an F on the student's records.

5. An unclassified student may enroll for courses under this option with the approval of his or her advisor (if assigned) and the dean of the College of Graduate Studies. If, however, at a later date an unclassified student is admitted to a degree program, the above regulations apply and no changes to regular letter grades will be permitted.

B-10-c. Adds, Drops, and Changes. Students may add or drop a P/F option course in the same manner as a regular course, and they may change from P/F to regular-grade classification, or vice versa, if they do so no later than the deadlines stated in regulation C and the academic calendar. Students may make these changes by securing the signatures of the advisor or major professor and dean concerned.

B-10-d. Reporting of Grades. Instructors are not notified as to which students are enrolled in courses under this P/F option. Grades are reported in the same manner as grades in courses taken on a regular-grade basis. The registrar is responsible for converting grades of C or above for undergraduate students and B or above for graduate students to Ps, and grades of D for graduate students to F on the student's record, and for graduate Ds to Fs. Grades of D reported for undergraduate students and grades of C reported for graduate students are recorded on the student's records and are not converted (see B-10-b).

Rationale: Under the Pass/Fail option at the graduate level, a Pass indicated A, B, or C level work. An IP grade is defined as an A, B, or P grade. Therefore, an IP cannot be graded as a P as long as the Pass retains the C grade. The change will allow the Pass to represent an A or B, leaving the C in place for instructors who want a grade of C for a course. A D or F will still be graded as an F.
TO: University Curriculum Committee
FROM: Graduate Council
RE: Regulation E-2 [Summer 2011]
DATE: March 14, 2011

E-2. In-Progress (IP) Grades.

E-2-a. Grades in Undergraduate Senior Thesis or Senior Project. The grade of IP (in progress) may be used to indicate at least minimally satisfactory progress in undergraduate courses such as senior thesis or senior project that have the statement "May be graded IP" in the course description. When the thesis or project is accepted, the IP grades are to be removed (see E-2-c). Grades of IP in undergraduate courses are considered to represent grades of at least C or P. If, in any given semester, the instructor considers the student's progress unsatisfactory, an appropriate letter grade (D or F) should be assigned for that semester.

E-2-b. Grades in Graduate Research Courses. The grade of IP (in progress) may be used in courses numbered 500 (Master's Research and Thesis), 599 (Non-thesis Master's Research), and 600 (Doctoral Research and Dissertation). When the thesis, dissertation, or other research document is accepted, or when a student ceases to work under the faculty member who is supervising his or her research, the IP grades are to be removed (see below). Grades of IP in graduate courses are considered to represent at least grades of A, B, or P. If, in any given semester, the faculty member supervising the student's research considers the student's progress unsatisfactory, a regular letter grade (C, D, or F) should be assigned.

E-2-c. Removal/Conversion of IP Grades. Departments may use on a department-wide basis either the P/F grading system, or regular letter grades, as well as P, when removing the previously assigned IP grades. IP grades may be converted by the faculty member or instructor to an appropriate grade (A, B, or P for graduate courses; A, B, C, or P for undergraduate courses), and may be submitted on a term-by-term basis (e.g., a student who enrolled for six credits in course 500—one semester, four credits another semester, and five credits an additional semester could have 15 credits of IP grades removed/converted with different grades for each of the blocks of credit registered for each semester, such as six credits of A, four credits of B, and five credits of P). At the time of graduation, outstanding IP grades will be automatically converted to grades of P unless the faculty member or instructor has otherwise submitted an appropriate letter grade.

Rationale: This request is coming to Graduate Council on behalf of the Registrar’s Office. Students who receive IP grades in 500 or 600, but do not complete the degree with which those credits are associated have been allowed to keep the IP on the transcript in perpetuity. With this change all ungraded IPs will be changed to P by the Registrar’s Office unless another grade is entered by the instructor or record.
TO: University Curriculum Committee
FROM: University Committee for General Education
RE: Regulation J-3 [Summer 2011]
DATE: March 14, 2011

J-3. Subject Requirements (Core Curriculum). All students entering the University of Idaho with fewer than 14 transferable credits after high school graduation are to complete the University of Idaho 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.

Rationale: This change extends the existing catalog definition of “transfer student” (p. 21 in the current catalog) to the core curriculum.
TO:    University Curriculum Committee
FROM:  College of Letters, Arts, and Social Sciences
RE:    Change of name for an existing academic department  [Summer 2011]
DATE:  March 3, 2011

The College of Letters, Arts, and Social Sciences is requesting that the Department of Foreign Languages and Literatures be changed to the Department of Modern Languages & Cultures.
Idaho State Board of Education
Academic/Professional-Technical Education
Notice of Intent

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Law
Name of Department(s) or Area(s):

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

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

JURIS DOCTORATE (J.D.) - LAW - Litigation and Alternative Dispute Resolution Emphasis

Proposed Starting Date: First Emphasis to be awarded May 2012

For New Programs:

Juris Doctorate - Law - Litigation and Alternative Dispute Resolution Emphasis
Program (i.e., degree) Title

22.0101
CIP 2010 Code (consult Institutional Researcher/Registrar)

For Existing Programs:

Program (i.e., degree) Title
CIP 2010 Code

College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date
VP Research and/or Graduate Dean (as applicable) Date
State Administrator, SDPTE (as applicable) Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request. The University of Idaho College of Law proposes the creation of a Litigation and Alternative Dispute Resolution Emphasis (LADR) to provide formal recognition for University of Idaho College of Law students who complete the coursework necessary to develop expertise in this field. The Emphasis does not create a new degree program, does not increase the unit requirement for a J.D. from the College of Law, and does not require the development of new curriculum. It will merely focus students on taking those courses necessary to develop substantive knowledge and practical experience in litigation and alternative dispute resolution.

2. Students in the concentration will be required to take 41 credits of required general law courses plus an additional 10-11 credits required courses - Evidence (3), Trial Skills or Trial Advocacy (3 or 2), Negotiation and ADR (3), and a Basic Mediation Course (2). They must also take one practice/skills course – Appellate Moot, Legal Aid Internship, Mock Trial, or certain externships - and ten additional credits from a list of elective courses. Of those ten credits, at least one must be from the list of approved doctrinal courses such as Administrative Law, Conflicts of Law, Remedies, and Federal Courts, and at least one from the list of approved Practice Courses such as Advanced Legal Writing, Lawyering Process, and Legal Research. In addition, students in the Emphasis must complete a significant research and writing project under the supervision of the law faculty on a topic related to litigation or ADR.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:
   a) A projection of full-time and part-time enrollment over a three year period of time
   b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.
   c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

Enrollment in the LADR Emphasis will come from our existing student body. Idaho has the sixth highest projected population growth rate in the United States in the next 25 years, placing increasing demand on its courts and systems for dispute resolution. Litigation and alternative dispute resolution skills have become more varied and have become more technical with the advent of technologies used in courtrooms throughout the state and region. Law graduates with proficiency in litigation and alternative dispute resolution will be more competitive in the legal market and will be better prepared to meet the needs of the judicial system in Idaho and the nation for alternative means for efficient dispute resolution.

College of Law students and faculty participate in the Northwest Institute for Appropriate Dispute Resolution (NWI), initiated at the University over 15 years ago. LADR complements the NWI and allows interested students to gain greater depth in this field than would be the case simply by attending the Northwest Institute. Approximately fifteen years ago, law students formed a student group called Law Students for Alternative Dispute Resolution (LSADR). This student group has grown to be one of the largest and most established student groups at the law school. The LADR Emphasis will allow them to receive recognition for their concentration in this area.

Approximately 21-27% of our employed graduates are placed in judicial clerkships. A concentration of litigation and alternative dispute resolution courses will assists the students in their work.

3. Briefly describe how the institution will ensure the quality of the program (e.g., program review, accreditation, professional societies, licensing boards, etc.). The quality of the program is assured in the first instance by the quality and accreditation of the existing J.D. program. There are no separate
accreditation requirements for, what are referred to by various law schools as, concentrations, certificates, emphasis areas, etc. Unlike other programs, we have the Northwest Institute for Appropriate Dispute Resolution (NWI) which can enrich the students’ experience. This Emphasis complements and enhances the work of the NWI. Faculty advisors for the LADR Emphasis are accustomed to working with law students interested in litigation and alternative dispute resolution.

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.
Several schools in the region offer certificates on dispute resolution. The recognition from a certificate or demarcation as an Emphasis area assists students interested in advocacy and dispute resolution to focus their studies and to notify future employers of this concentration.

<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>Montana</td>
<td>J.D.</td>
<td>Alternative Dispute Resolution Certificate</td>
<td>Law School</td>
</tr>
<tr>
<td>Oregon</td>
<td>MA/J.D.</td>
<td>Master’s Degree in Program in Conflict and Dispute Resolution</td>
<td>Graduate School</td>
</tr>
<tr>
<td>U. Of Washington</td>
<td>J.D.</td>
<td>Dispute Resolution Concentration Track</td>
<td>Law School</td>
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<tr>
<td>BYU</td>
<td>J.D.</td>
<td>Student group – ADR Society</td>
<td>Law School</td>
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<tr>
<td>Willamette</td>
<td>J.D.</td>
<td>Certificate Program in Dispute Resolution</td>
<td>Law School</td>
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<tr>
<td>U. Of Utah</td>
<td>J.D.</td>
<td>N/A</td>
<td>Law School</td>
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</tbody>
</table>

The Law Schools at Gonzaga, Lewis and Clark, and Seattle University do not have a certificate or emphasis in Litigation and Alternative Dispute Resolution.
5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

The College of Law is a designated part of the University of Idaho, part of its flagship mission, and is a program with a statewide mission. The proposal enhances the ability of the College to graduate students with a level of proficiency in the field of litigation and alternative dispute resolution required for a competitive practice in these areas.

6. Describe how this request fits with the institution’s vision and/or strategic plan.

The Litigation and Alternative Dispute Resolution Emphasis is consistent with the University’s Strategic Plan. The University of Idaho’s Strategic Plan 2011-2015 identifies four goals. The LADR Emphasis area falls squarely under three of the University’s four goals. Under the Goal of teaching and learning, the College is adapting to meet the needs of our students who as graduates will be expected to be proficient in litigation and alternative dispute resolution.

Consistent with the University’s outreach and engagement goal, the Litigation and Alternative Dispute Resolution Emphasis provides students an opportunity for contact with real clients as well as with external constituents -- the bench and bar.

Consistent with Goal 4, the Emphasis creates a subset of law students with whom they can create community. LADR also exposes these students to alternative ways to manage and resolve conflict.

Moreover, LADR provides the students with knowledge of local, state, and national mechanisms for the efficient and just resolution of disputes that would otherwise be limited to the court system.
7. Is the proposed program in your institution’s regional 8-year plan? Indicate below.

Yes ____  No  x ____

If not on your institution’s regional 8-year plan, provide a justification for adding the program.

This is not a new program. This is an Emphasis area which helps guide students interested in Advocacy and Dispute Resolution with their course of study and notifies potential employers that the students have focused on these areas during their three years in law school.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

The opportunity to collaborate with other academic institutions in Idaho is limited. The real collaboration exists between the bench and bar and students who are participating in Clinics, Externships or Moot Court Competitions.

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

Prospective law students will learn about LADR from the College’s Admission’s Director, and from materials about the Emphasis and information on our webpage. Once enrolled, law students will learn about LADR during orientation, from discussions with faculty advisors and fellow students, from materials on the webpage, and from emails discussing LADR.
10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.)

The College does not have to expend any new funds to operate this Emphasis Area. The courses listed as part of the Emphasis are already being offered. New courses may be developed in the future.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY________</th>
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<td>Recurring</td>
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<td>A. Expenditures</td>
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<td>3. Equipment</td>
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<td>4. Facilities</td>
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<td>Total Expenditures</td>
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<td>B. Source of Funds</td>
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<td>1. Appropriated - Reallocation</td>
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<td>2. Appropriated - New</td>
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<td>3. Federal</td>
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<td>4. Other (Specify)</td>
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<td>Total Expenditures</td>
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Amended requirements for Emphasis in Litigation and Alternative Dispute Resolution (LADR)

Required Courses
- Evidence (3)
- Trial Skills (3) or Trial Advocacy (2)
- Negotiation and ADR (3)
- Basic family or civil mediation course (2)

Practice/Skills: one of the following:
- Appellate Moot Court (1-2)
- Legal Aid Internship (1-6)
- Mock Trial (2)
- Select Externships* (an externship for which a limited license is required or one which has received prior approval by Professor Laflin and Externship Director Katie Ball).

Elective Courses: Students must take an additional 10 credits from the list of elective courses. Students must take at least one elective from the list of Doctrinal Courses and one elective from the list of Practice Courses listed below:

Doctrinal Courses:
- Administrative Law (3)
- Conflict of Laws (2)
- Criminal Procedure (3)
- Federal Courts (3)
- Immigration Law (3)
- Remedies (3)
- Taxation (3)

Practice Courses:
- Advanced Legal Research (2)
- Advanced Legal Writing (2)
- Appellate Advocacy (McNichols) (2)
- Architecture and the Law (2)
- Clinical Labs (1-4)
- Lawyering Process (2)
- Legal Aid Internship (1-6)
- Legal Drafting (2)
- Public Service Externship (1-5)
- Semester in Practice (1-12)
- Topics in Dispute Resolution (1)

Writing requirement: Under the supervision of the student’s LADR Emphasis Advisor, or another full-time faculty member pre-approved by the LADR Emphasis Advisors, the student must complete a significant independent writing project on a Litigation or ADR-related topic. Whether written for Law 983 (Directed Study), Law 982 (Law Review), or in fulfillment of the requirements of an elective class under this Emphasis, the paper must be equivalent in length and depth to a publishable law review article. If initially prepared for a regularly scheduled paper course, the paper will require additional effort and drafts beyond that required to pass the requirements of the course for which it is submitted for a grade. LADR papers which meet the rules for the Upper Division Writing Requirement may also be used to satisfy that requirement.

Advisors: Maureen Laflin, Alan Williams, Pat Costello, and Monica Schurtman