University of Idaho
2009-2010
FACULTY SENATE AGENDA
Meeting #16

Tuesday, January 19, 2010, 3:30 p.m.
BRINK HALL FACULTY LOUNGE

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2009-10 Faculty Senate Meeting #15, December 8, 2009

III. Consent Agenda:

IV. Chair’s Report.

V. Provost’s Report.

VI. Other Announcements and Communications.
   • President’s Diversity Council - Senate member needed.

VII. Committee Reports.
   • Faculty Affairs:
     FS-10-009rev: FSH 3560 - Promotion
   • UCC:
     FS-10-028: UCC-10-036 – Discontinue BS Special Education (Gathercoal)
     FS-10-029: UCC-10-004 – Regulation J-3-d
     FS-10-030: UCC-10-050 – Environmental Science New Option (Dixon)
     FS-10-031: UCC-10-051 – Graduate Admissions Change - GPA & TOEFL
                   (Campbell, Larson, Roberts)

VIII. Special Orders.

IX. Unfinished Business and General Orders.
   • Efficiency Cost Reduction Policy Memo
     1. Travel freeze
     2. Open/vacant/staff lines
   • FS-10-021rev: NOI Regulation M

X. New Business.

XI. Adjournment.

Professor Jack Miller, Chair 2009-2010, Faculty Senate

Attachments: Minutes of 2009-2010 FS Meeting #15, December 8, 2009
FS-10-009rev.
FS-10-028 through 31
FS-10-021rev.
University of Idaho  
Faculty Senate Meeting Minutes  
2009-10 Meeting #15  
Tuesday December 8, 2009

Present: Baillageon, Baird, Baker (w/o vote), Barlow, Edwards, Eveleth, Fritz, Geist, Graden, Guilfoyle, Hill (w/o vote), Holbrook, Huber, Joyce, Limbaugh, Marshall, Mihelich, Miller (chair), Murphy, Padaghm-Albrecht, Stark, Stearns, Williams, Wilson. Off-Campus Senators: Budwig (Boise), Dakins (Idaho Falls), Newcombe (Coeur d’Alene). 6 guests.

Absent: Battaglia

A quorum being present, the Chair opened the meeting at 3:30 p.m.

Minutes: It was moved (Baillageon, Stearns) to accept the minutes of meeting #14 of the Faculty Senate. Approved.

Consent Agenda: Item FS -10-023: FSH 3320 was withdrawn from the agenda as additional information had come to light that required further revision before being considered by senate. There being no discussion on the remaining items, FS-10-24 through FS-10-27, it was moved (Eveleth, Barlow) to approve these consent agenda items. Approved.

Chair’s Report: The Chair informed senate that the upcoming SBOE meeting agenda was now posted. Any senator or other UI community member could contribute comments via the SBOE web-site. The Chair would be attending the SBOE meeting to challenge the proposed policy changes (salary reductions etc. previously contained in financial exigency policy). He went on to note that it was now urgent that senators sought nominations for the University Promotions Committee from their colleges. These needed to be sent to the Provost’s office by week’s end at the very latest as the committee would be convened next week.

Provost’s Report: The Provost reiterated the urgency of submitting nominations for the University Promotions Committee.

It had been announced that the closure of the Parma R&E Center had been overcome due to the establishment of an agreement with the Simplot Company. He was optimistic that at least bridging support would be found for Tetonia and Sandpoint R & E Centers to cover through June 30, 2010. These were good outcomes and the university appreciated industry support and the hard work by all involved.

The Provost went on to note that Winter Commencement will be held this Saturday and encouraged faculty to attend.

It was very important that student grades were turned in on time. These were due next Monday. It is a substantial problem as 7-10% of faculty are regularly late in turning in grades. It is important to meet this obligation for many reasons. If grades are not recorded, it causes problems for students on financial aid, student’s records are not complete and it causes longer work hours for staff in those offices. It also hurts us in terms of identifying students in a timely manner who may be in need of additional advising and academic help. He called for ideas from the senate to help resolve this perplexing issue.
It was noted that the Registrar’s Office had circulated a helpful reminder within the last few days that included all classes which required a grade.

The Provost then spoke to a new item for discussion: re-examination of the General Education curriculum. It had been several years since this important area of curriculum had been reviewed. There had been several changes over time including the development of new learning outcomes for the core curriculum but these had not yet been developed for the remainder of the General Education curriculum. The Provost was also initiating a new structure for its oversight through a committee whose members are: Deans Kathy Aiken (CLASS) and Scott Wood (CoS) and Vice Provosts Jeanne Christiansen and Bruce Pitman. He welcomed ideas and ongoing discussion with the UI community to contribute ideas about how we might strengthen the General Education Program.

Efficiency Memo – Department Consolidation. The Chair, speaking to the previous senate discussion of this issue noted issues such as junior faculty who may feel difficulty in assimilating into a consolidated department with several disciplines. He had previously asked if senators would come forward with a motion following earlier discussion.

It was noted that the Department of Statistics was affected by this policy change and would now be more closely cooperating and collaborating with the Department of Statistics at Washington State University.

The following resolution was proposed "A department with fewer than 9 tenure track faculty may remain intact under the following criteria: 1) the dissolution would not result in salary savings for the university; 2) the dissolution will result in irreparable harm to the institution; and 3) the department has developed a clear plan for sustainability."

It was moved (Joyce, Edwards) to adopt the resolution.

A brief discussion clarified that it would be required that all three points be met to justify retention of a department eligible for consolidation. In addition, this was an excellent example of a department being proactive and taking action to retool/restructure during a serious economic situation.

The Provost agreed that it was an excellent idea to collaborate/consolidate with WSU Statistics Department. He added that if we do not take advantage and make such changes, this represents opportunity lost and commended Statistics for being proactive and a model for others.

The Chair commented that at the pleasure of the senate, a vote on this resolution would bring closure to the discussion of Departmental Consolidation and called for further comments.

There being no further discussion, the question was called. Approved.

Efficiency Memo – Open / vacant staff lines. The Chair asked Provost Baker for clarification on a technical point: Would funds saved from open lines revert immediately to central administration on a line becoming open, or would they remain with the college or unit until the decision on strategic allocation of the open line was made?

The Provost replied that there were several different models in place across universities and all options needed to be discussed and policy developed.
There was extensive discussion about the potential use of funds from open lines to be used by colleges to meet future holdbacks of state funds. It was noted that the University Budget Advisory Committee (UBAC) had made a recommendation that 25% of salary savings should be accumulated to a fund to provide a buffer to protect colleges / units with coverage for up to a 3% hold-back in state allocations.

It was also noted that the state no longer allocated funds for overheads on open lines and these funds were no longer available to add to a strategic reserve.

For the sciences, finding start-up funds for research appointments had been challenging for several years. It was noted that in a proper budgeting process that start-up funds would be a budgeted item. Much of the discussion today was in response to state rescissions. However, with the appointment of the new Budget Director, we now were positioned to determine these allocations in a strategic manner.

The Provost noted that we are presently down 77 positions. The university was dealing with a new era where state funds will never again be what they were. We are working with effectively a 20% budget reduction. We will need to make significant changes in the institution. He appreciated the work of the faculty in this difficult time. The President had announced signature areas in his inauguration speech. As these ideas are rolled out, it would make sense to target these areas for strategic investment.

It was suggested that if we are to meet the President’s target of 16,000 FTE students, that the faculty would need to grow to meet the need.

The Provost agreed and this was factored into strategic planning.

It was then moved (Miller, Edwards) that the senate recommends that salary savings remain with the college / unit until the open position has been reassigned.

Discussion: If salary savings was centralized, this would then require a process whereby funds could be returned to the units. It was suggested that the expertise to make strategic hiring decisions did not exist within units and should be vested at the college level. The pros and cons of retaining salary savings within colleges or centralizing control of the savings and the lines to central administration were further debated at length.

It was difficult for the senate to be informed about the range of issues and the possible models that might be implemented. It was suggested that the senate needed to invite the Budget Director to address senate about the options and provide more detail about advantages and disadvantages of each scenario. It would be important to continue to keep the senate involved in any process that went forward. The major question is how are funds most effectively and strategically utilized.

It was moved (Eveleth, Guilfoyle) that further discussion of the issue be postponed until such time as the senate could be addressed by the Budget Director, preferably in early spring. Approved 17 in favor, 5 against.

**Adjournment:** It was moved (Murphy, Barlow) to adjourn at 5:00 p.m. The motion carried unanimously.

Respectfully submitted,

Rodney A. Hill, Faculty Secretary and Secretary to Faculty Senate.
PREAMBLE: This section discusses promotion in rank and the procedures by which a faculty member is evaluated, at the department, college, and university level, for a possible promotion. In particular the charge of the University Level Promotions Committee is given (subsection G). This section was an original part of the 1979 Handbook and has been revised in very minor ways several times since. In July 1994 it was more substantively revised: subsections A and B were largely rewritten to emphasize the faculty’s responsibility for promotion, G-2 (add a “presumption in favor” of the candidate under certain conditions at the university level) and the last sentence of H (providing feedback to the candidate) added. Again in July 1998 there were substantial revisions to E-2 (making formal the requirement and procedures for an external review), and E-5 and F-5 (providing a feedback loop between candidate and subsequent evaluators). In July 2000 section B was revised to make clear that eligibility for promotion in rank necessitated a history of position descriptions that required activities consistent with the criteria for that rank. In July 2002 section D was edited to clarify promotion schedules at each rank. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 the section underwent some minor editing and revising to bring it into greater conformity with other sections of the Handbook. In July 2008 this section was again revised to reflect recent changes in the faculty position description and evaluation forms that were intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-00, 7-02, 7-07, 1-08]

CONTENTS:
A. General
B. Bases of Evaluation
C. Responsibility
D. Schedule
E. Evaluation and Recommendation at the Unit Level
F. Review of Recommendations at the College Level
G. Review of Recommendations at the University Level
H. Report of Recommendations Forwarded
I. Appeal
J. Annual Timetable for Promotion Consideration

A. GENERAL. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member’s performance in relation to the expectations as listed in his/her position description.[1565 C] Performance of university administrative duties as a unit administrator is not a consideration in promotion. [ed. 1-08]

B. BASES OF EVALUATION. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the standards for promotion. The faculty member’s position description [see FSH 3050], covering the period since appointment to his or her current rank, provides a frame of reference for the unit expectations for satisfactory performance. When the appointment occurs after January 1, the following fiscal year is the first year of the promotion consideration period. In order to form a basis for promotion in rank, the position descriptions must require activity consistent with the criteria for that rank as stated in FSH 1565. The faculty member’s professional portfolio and other documents are judged in the context of unit and college by-laws as well as the documents listed in E-2 a and b below. [see also 1565 C], [rev. 7-00, ed. 1-08]

C. RESPONSIBILITY. The responsibility for submitting recommendations in accordance with the prescribed schedule [see D] falls on the unit administrator or on the dean of the college if the college is not departmentalized. Small units may be joined with others for this purpose. The intent is to secure an adequate body of recommendations
from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations of the candidate, beginning with the faculty member’s colleagues at the unit level, and proceeding through the college level to the university level. Interdisciplinary and center administrators are to be included as appropriate. [rev. 1-08]

D. SCHEDULE. Consideration of each faculty member for promotion is required according to the following schedule:

D-1. Instructors. Instructors are considered for promotion before the end of the third (in exceptional cases, the fourth) year of full-time service in this rank. Part-time service is not considered in determining the time for mandatory consideration for promotion. Periods of full-time service need not be consecutive; however, if there is an interruption of more than three years’ duration in an instructor’s full-time service, the instructor and the unit administrator may agree on an adjustment in the amount of full-time service that must be completed before consideration must be given to the instructor’s promotion, such adjustment being subject to approval by the provost. If an instructor who is serving full-time with primary responsibilities in teaching is not promoted by the end of the year in which consideration for promotion is mandatory, the following year will be his or her terminal year. The provisions of this paragraph do not apply to the rank of senior instructor, which is, except in very rare instances, a terminal rank that does not lead to promotion to the professorial ranks. [See 1565 D-1 b. fed. 7-00, 7-04]

D-2. Assistant Professors. Assistant professors are considered for promotion before the end of their sixth year in that rank. When an assistant professor has been considered for promotion and not promoted, he or she will be considered again no less frequently than at five-year intervals. The review may be delayed upon the request of the assistant professor and the concurrence of the unit administrator and the dean. Assistant professors who have served eight years in that rank shall be considered for promotion following the process established in this policy. [ed. 7-97, ed. 7-02]

D-3. Associate Professors. Associate professors are considered for promotion before the end of their seventh year in that rank. If review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review required by the board of regents. (RGP IIG 6g) When an associate professor has been considered for promotion and not promoted, he or she should be considered again within five years. The review may be delayed upon the request of the associate professor and the concurrence of the unit administrator and the dean. [ed. 7-02]

D-4. Early Consideration for Promotion. In addition to those whose consideration is mandated by this schedule, a faculty member may be considered for promotion at an earlier time if nominated for consideration by a faculty member of the recommending unit whose rank is higher than that of the nominee. It is suggested that the faculty member proposing to make the nomination confer with the administrator concerned on the merits of giving early consideration to the nominee. If it is determined that the nomination is to be made, the evaluation process is initiated by the recommending faculty member using a copy of the form that appears at the end of this section. The remainder of the evaluation process is the same for these additional candidates as it is for those regularly scheduled for consideration. A faculty member may request consideration of himself or herself for promotion but such a request does not require that the evaluation and recommendation process be carried out. [ed. 7-97, rev. 1-08]

D-5. Credit for Prior Experience. In cases involving prior equivalent experience, promotion may be considered following less than the usual period of service. In particular, a new faculty member with comparable experience (see 3050 B) from other institutions in relation to the expectations set forth in his/her position description may be granted credit by the provost for such experience up to a maximum of four years.

E. EVALUATION AND RECOMMENDATION AT THE UNIT LEVEL. [ed. 7-97]

E-1. Unit Criteria. The faculty of each unit or equivalent unit establishes, as appropriate for the unit, specific criteria that are consistent with criteria in 1565 C-2 for promotion in rank. The criteria shall include a statement regarding the role of interdisciplinary activity. Unit criteria are subject to review by the college standing committee on tenure and promotion for consistency with the college criteria. Such criteria may be revised at any time by a majority vote of the unit faculty, but they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Revisions may not be retroactive but, for promotion evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. [rev. 1-08]

E-2. Formal Promotion Review.
The formal evaluation for promotion requires assessing the faculty member’s performance in meeting the criteria for promotion. To initiate the formal promotion evaluation, the unit administrator (or college dean if the unit administrator is under consideration for promotion) obtains the position descriptions for the relevant period (maintained in the unit office), annual performance evaluations, and the third year review if conducted while in the current rank, including all narratives, the professional portfolio (from the faculty member), summary scores of the student evaluations of all classes taught (from Institutional Research and Assessment), and the curriculum vitae, and reviews the latter for completeness and accuracy with the faculty member. [ren. & rev. 1-08]

b. The unit administrator will request an evaluation of the candidate’s performance from three to five appropriate external reviewers, who should include faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. (Also see External Peer Review Guidelines on the Provost website at [http://www.promo-tenure.uidaho.edu/default.aspx?pid=100100](http://www.promo-tenure.uidaho.edu/default.aspx?pid=100100.).) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate’s curriculum vitae, position descriptions for the relevant period (including all narratives), the professional portfolio, and up to four examples of the candidate’s scholarly work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate’s personal context statement and unit and college criteria. When all deliberations within the university are completed, the external reviewers’ evaluations will be shown to the faculty member after every effort has been made to ensure the reviewers’ anonymity. [ren. 1-08]

c. Copies of documents referred to in E-2 a. and copies of the unit, college, and university criteria for promotion are made available to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. [See also 3380 D.] The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in promotion decisions. [rev. 7-98, ren. 1-08]

d. A promotion committee shall be formed consistent with unit by-laws. If one is not specified, the structure of the tenure committee as described in FSH 3520 G-4 d. shall be used.

e. Members of the faculty of the candidate’s unit (or group of small units joined together for this purpose) whose ranks are higher than that of the candidate are afforded an opportunity to submit their opinions and recommendations on the candidate’s promotion on the lower portion of the front page of the prescribed form. The unit administrator making the recommendation will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all faculty members (within the candidate’s unit) of a higher rank than the candidate, from interdisciplinary program directors and/or center administrators (if applicable). Any person having a familial or other similar significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for promotion appears as the last two pages of this section. [See also 3380 D.] [rev. & ren. 1-08]

f. The unit administrator completes the first section on the back of the recommendation form. In arriving at a conclusion, the administrator carefully considers the following (particularly as they relate to the factors listed in B): the information obtained from the curriculum vitae, the position descriptions (including all narratives), the conference with the candidate, the recommendations solicited from the candidate’s colleagues, the external reviewers, interdisciplinary administrators and/or center administrators (if applicable) and the results of annual student evaluations of teaching (in the cases of teaching members of the faculty). [ren. 1-08]

E-3. Forwarding Materials.

a. Before forwarding the materials to the college, the unit administrator shall forward the following to the candidate:
   - written findings of the unit and/or committee’s report/recommendation and vote,
   - his or her written recommendation which shall include strengths as well as weaknesses as perceived at the unit level.
The candidate has one week from receipt of the above to provide written clarification if he or she believes his or her record or the unit criteria for promotion have been misinterpreted. Any such clarification is forwarded with the rest of the candidate’s materials to the college.

b. The unit administrator then forwards the following items to the dean:

- his or her completed copy of the recommendation form for each person considered.
- the forms submitted by individual faculty members, including responses from external reviewers, interdisciplinary administrators and/or center administrators (if applicable)
- a summary of votes and any comments
- Any clarification received from the candidate as noted in “a” above.

E-4. The names of the members of the unit committee are made public after the committee’s recommendations have been forwarded.

E-5. Unit Administrator Under Review for Promotion. If a unit administrator is under consideration for promotion, the forms completed by the faculty members concerned, are forwarded directly to the dean and the dean is responsible for making the summary. (See also FSH 3320 C-2)

F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

F-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve for terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college.

F-2. College Criteria. Each college shall have bylaws, adopted by the college faculty, specifying criteria consistent with FSH 1565 C for granting promotion to specific ranks in that college. The criteria shall include a statement regarding the role ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in 1565 and section A above and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time.

F-3. College Standing Committee Recommendations. The college standing committee makes recommendations to the dean and provost on promotion of individual faculty members.

F-4. Dean’s Recommendations. The dean considers the recommendations made by the college’s committee on promotion and makes a written recommendation. It is advisable that the dean confer collectively with the unit administrators about the merits of the faculty members whom they are recommending for promotion. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the college criteria for promotion have been misinterpreted. Any such clarification is forwarded with the candidate’s materials to the provost.

F-5. The names of the members of the college committee are made public after the committee’s recommendations have been forwarded.

G. REPORT OF RECOMMENDATIONS FORWARDED. When an administrator forwards a recommendation to the next higher level, he or she simultaneously reports, in writing, the recommendation to the candidate concerned and to those who have submitted recommendations on that candidate. If the recommendation is negative, then reasons for the negative recommendation are transmitted in writing to the candidate.

H. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL BY THE PROMOTIONS REVIEW COMMITTEE. [ren. 1-08]

H-1. All individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for review by the provost. Any individually signed recommendations are placed in the faculty member’s personnel file.

H-2. A University Promotions Committee of faculty members, chaired by the provost, is named each year. The committee reviews each promotion recommendation with specific reference to university guidelines and to the
This review involves full consideration of the material that was used in making the recommendations at the unit and college levels.

a. One-third of the committee’s membership is randomly selected by the provost from the previous year’s committee; the remaining members are selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senate. The random selection of carryover members is done one week before the senate makes its nominations. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates six faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college--two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The delegations from each of the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies.

b. Membership of the committee, including carryover members, consists of the provost (chair), three representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, one representative from each of the other colleges, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs. The provost, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs shall be ex-officio members without vote. Applications of faculty members being considered for promotion from the University Library, Law Library, Counseling and Testing Center, and the University of Idaho Extension will be presented by the University Promotions Committee’s representative whose own position most closely matches that of the applicant. The names of the members of the University Promotions Committee will be made public as soon as the committee’s recommendations have been forwarded. The chair will conduct voting on candidates by closed ballots. [rev. 7-97, ren. 1-08]

H-3. A presumption in favor of promotion shall exist for each candidate who comes to the University Promotions Committee with a favorable recommendation from all of the committees that have considered the matter at the unit and college level, from the unit chair and dean directly involved, and from a majority of the faculty members who submitted a recommendation pursuant to section E-2.d. above. Upon showing that the lower level recommendations were made without due regard for the university criteria for the rank sought pursuant to section 1565, Faculty Ranks and Responsibilities, the presumption shall be overcome, and in such case the University Promotions Committee shall state in writing the reasons for the decision. [ed. 7-98, ren. 1-08]

I. APPEAL. When a person is informed (after the recommendations of the University Promotions Committee have been considered) that there has been a decision against his or her promotion to the regents, the faculty member has the right of appeal. [See 3840.]

J. ANNUAL TIMETABLE FOR PROMOTION CONSIDERATIONS. The process of promotion considerations is carried out annually. The unit level evaluation for promotion begins summer/early fall and shall follow the timetable provided by the provost and published on his website. [ed. 7-99]
UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3560: Faculty Promotions
July 2007

REPORT OF EVALUATION AND RECOMMENDATION
FOR PROMOTION IN FACULTY RANK

Date ___________________________________

Name ___________________________________ Unit ____________________________________

Considered for promotion to the rank of ___________________________________________________________

Has served in the rank of _____________________________________ since _____________________________

==================================================================================

REQUIRED ELEMENTS OF EVALUATION

Having reviewed the candidate’s curriculum vitae, position descriptions and annual evaluations (including all
narratives), we concur in their completeness and accuracy. Other documentary material deemed by either of us to
be pertinent has been appended to the curriculum vitae.

(Candidate) (Unit Administrator)

Copies of the documents as referenced in E-2 a were made available to the persons or groups called upon to
participate in the evaluation of the candidate and to make recommendations on his or her promotion.

(Unit Administrator)

(Unit Administrator, (Faculty with joint appointments)

Interdisciplinary/Center Administrator (when appropriate)

Interdisciplinary/Center Administrator (when appropriate)

==================================================================================================

RECOMMENDATIONS

Each reviewing individual enters his/her recommendation below. If there are any considerations that support this
conclusion, other than those contained in the records presented to the reviewers, a brief statement of those
considerations should be appended.

I judge the candidate’s performance of the duties assigned in his or her position description to be:

_____ excellent exceptional performance
_____ good performance above expectations
_____ average performance that meets expectations
_____ poor performance below expectations
_____ unsatisfactory unacceptable performance

I _____ recommend

_____ do not recommend

_____ abstain from making a recommendation on the proposed promotion.

(Signature) (Rank) (Unit)

(Recommendations continue on back of form)Evaluations of the candidate and recommendations on the proposed
promotion have been submitted by ____ faculty members. Of these, ____ judged the candidate’s performance of
assigned duties to be excellent, ____ judged it to be good, ____ average, ____ poor, and ____ unsatisfactory.
Moreover, ____ recommended promotion, ____ recommended against it, and ____ abstained from making a recommendation.

I ____ do ____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

___________________________________
(Unit Administrator)

The college committee on promotions ____ does ____ does not recommend the proposed promotion. The committee's vote was: ____ in favor of, and ____ against the promotion, and there were ____ abstentions.

___________________________________
(Committee Chair)

The unit administrators of this college (did)(did not) meet to consider collectively all of the recommendations submitted by the units. The vote of this group was: ____ in favor of, and ____ against the promotion, and there were ____ abstentions.

I ____ do ____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

___________________________________
(Dean)

In the university-level review committee, the votes were: ____ in favor of, and ____ against the promotion, and there were ____ abstentions.

___________________________________
(Provost)

I ____ do ____ do not recommend that the candidate be promoted.

___________________________________
(Provost)

I ____ do ____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

___________________________________
(President)
**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 Education

**Name of Department(s) or Area(s):** Curriculum & Instruction

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 the Bachelor of Science in Education (B.S.Ed.) major in Special Education

**Proposed Starting Date:** Summer 2010

### For New Programs:

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

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<td>College Dean (Institution)</td>
<td>Date</td>
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<td>Chief Fiscal Officer (Institution)</td>
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<td>Chief Academic Officer (Institution)</td>
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<tr>
<td>President</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>For Other Activity:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Research &amp; Graduate Studies</td>
</tr>
<tr>
<td>State Administrator, SDPTE</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</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).

The request is to discontinue the B.S.Ed in Special Education and offer a 5th year Master of Education (M.Ed. in Special Education) and institutional recommendation for the Standard Exceptional Child Certificate with Generalist K-12 Endorsement.

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 5th Year Special Education Program offers a unique program culminating in an undergraduate degree and recommendation for certification in either elementary or secondary education plus a Master’s Degree and recommendation for the Standard Exceptional Child Certificate with Generalist K-12 Endorsement. The program can be completed in five years. It is designed for students who want to become teachers in Special Education and general education. Since graduates are eligible for dual certification and complete multiple degrees, their professional employment options should be far richer than those available to graduates who complete a single certification program in elementary or secondary education. The proposed 5th Year Special Education Program can also be completed all online, reaching out to inservice teachers across Idaho and the United States.

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

The program can be completed in five years and can be delivered all online. Students will first study elementary or secondary education at the undergraduate level and special education at the graduate level. During the first three years, students complete their general education requirements, including the major requirements for either elementary or secondary education. They also enroll in additional courses that provide background for teaching special education. And, students complete initial coursework in the special education content area (approximately 9 credits). Throughout the program, students complete several early field experiences in the schools and complete a full year of internship. Students complete their first semester of internship, in either elementary or secondary education, during the fourth year, prior to beginning their graduate course work. During the fifth year students complete graduate coursework and their second teaching internship in special education. At the same time, they work on their research project. When all coursework, internships and their research project are successfully completed, graduates enter schools as some of the best educated special educators in the country. This program will be NCATE and state accredited.

All current special education majors have been informed that they must complete the courses for B.S.Ed. and recommendation for certification this year or wait until the 5th year masters program is in place. Some majors will need to complete their Internship the following year. Entering first-year students have been advised of the 5th year masters and certification program and have been given a draft description of the program and coursework. As they will need either an elementary or secondary general education teaching certificate, first, they have been advised to begin their coursework in either of those two programs upon admission to the University of Idaho.

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.
This would be the only 5th Year Special Education Program in the state.

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>
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</thead>
<tbody>
<tr>
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<td>Current</td>
<td>Previous Year</td>
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<tr>
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<td>UI</td>
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</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>
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<tbody>
<tr>
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<td>UI</td>
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</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 5th Year Special Education Program will prepare special educators and simultaneously general educators who will help “improve the education system to a level of effectiveness that allows all learners to develop their full potential as individuals and contributors to society.” The program provides a unique educational and training program that meets “the personal and professional needs of Idaho citizens and Idaho employers.”

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes ____ 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 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>Total</th>
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<td>2. Operating</td>
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<td><strong>TOTAL:</strong></td>
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</table>

| **B. Source of Funds**       |       |       |       |       |
| 1. Appropriated-reallocation | $0    | $0    | $0    | $0    |
| 2. Appropriated – New        | $0    | $0    | $0    | $0    |
| 3. Federal                   | $0    | $0    | $0    | $0    |
| 4. Other:                    | $0    | $0    | $0    | $0    |
| **TOTAL:**                   | $0    | $0    | $0    | $0    |

| **B. Nature of Funds**       |       |       |       |       |
| 1. Recurring *               | $0    | $0    | $0    | $0    |
| 2. Non-recurring **          | $0    | $0    | $0    | $0    |
| **TOTAL:**                   | $0    | $0    | $0    | $0    |

* 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.
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.

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)
- Art 382 History of Photography (3 cr)
- Art 407 New Media (3 cr)
- Dan 100 Dance in Society (3 cr)
- Engl 175 Introduction to Literary Genres (3 cr)
- Engl 257 Literature of Western Civilization (3 cr)
- Engl 258 Literature of Western Civilization (3 cr)
- Engl 342 Survey of British Literature (3 cr)
- Engl 344 Survey of American Literature (3 cr)
- Engl 345 Shakespeare (3 cr)
- Engl 375 The Bible as Literature (3 cr)
- Engl 481 Women's Literature (3 cr)
- Engl 484 American Indian Literature (3 cr)
- FLEN 313 Modern French Literature in Translation (3 cr)
- FLEN 315 French Cinema (3 cr)
- FLEN 324 German Literature in Translation (3 cr)
- FLEN 363 Literature of Ancient Greece and Rome (3 cr)
- FLEN 364 Literature of Ancient Greece and Rome (3 cr)
- FLEN 394 Latin American Literature in Translation (3 cr)
- FLEN 420 International Cinema and National Literatures (3 cr)
- IS 370 Africa’s Calling: The Culture of Ghana (3 cr)
- MusH 101 Survey of Music (3 cr)
- MusH 201 History of Rock and Roll (3 cr)
- Phil 103 Ethics (3 cr)
- Phil 201 Critical Thinking (3 cr)
- Phil 240 Belief and Reality (3 cr)
- Phil 351 Philosophy of Science (3 cr)
- Phil 361 Professional Ethics (3 cr)
The 101  Introduction to the Theatre (3 cr)
The 468  Theatre History I (3 cr)
The 469  Theatre History II (3 cr)
WmSt 201  Women, Culture, and Society: Introduction to Women's Studies (3 cr)

Approved Social Science Courses:
AmSt 201  Introduction to Ethnic Studies (3 cr)
Anth 100  Introduction to Anthropology (3 cr)
Anth 220  Peoples of the World (3 cr)
Anth 329  North American Indians (3 cr)
Comm 233  Interpersonal Communication (3 cr)
Comm 331  Conflict Management (3 cr)
Comm 335  Intercultural Communication (3 cr)
Econ 201  Principles of Economics (3 cr)
Econ 202  Principles of Economics (3 cr)
Econ 272  Foundations of Economic Analysis (4 cr)
CSS 235  For 235 Society and Natural Resources (3 cr)
Geog 165  Human Geography (3 cr)
Geog 200  World Regional Geography (3 cr)
Geog 365  Political Geography (3 cr)
Hist 101  History of Civilization (3 cr)
Hist 102  History of Civilization (3 cr)
Hist 111  Introduction to U.S. History (3 cr)
Hist 112  Introduction to U.S. History (3 cr)
JS 101  Introduction to the Justice System (3 cr)
PolS 101  Introduction to Political Science and American Government (3 cr)
PolS 205  Introduction to Comparative Politics (3 cr)
PolS 275  American State and Local Government (3 cr)
PolS 338  American Foreign Policy (3 cr)
Psyc 101  Introduction to Psychology (3 cr)
Soc 101  Introduction to Sociology (3 cr)
Soc 230  Social Problems (3 cr)
Soc 250  Social Conflict (3 cr)
The 386  Documentary Film (3 cr)

Approved International Courses:
AgEc 481  Agricultural Markets in a Global Economy (3 cr)
AgEd 406  Exploring International Agriculture (2 cr)
Art 100  World Art and Culture (3 cr)
Anth 220  Peoples of the World (3 cr)
Anth 261  Language and Culture (3 cr)
Anth 462  Human Issues in International Development (3 cr)
Art 202  Early Modern Art and Aesthetics (3 cr)
Art 208  Italian Renaissance Art and Culture (3 cr)
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 127  War and Our World (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)
CORE 177  War and Our World (3 cr)
CORE 446  International Economics (3 cr)
Econ 447  Economics of Developing Countries (3 cr)
Engl 481  Women's Literature (3 cr)
FCS 411  Global Nutrition (2 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)
IS 370  Africa’s Calling: The Culture of Ghana (3 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)
The 221  History of World Cinema I (3 cr)
The 222  History of World Cinema II (3 cr)
The 467  Asian Theatre History (3 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  or MSE 454  Chemical Process Analysis and Design II (3 cr)
ECE 481  EE Senior Design II (3 cr)
ECE 483  Computer Engineering Senior Design II (3 cr)
EnvS 497  Senior Research and Thesis (3 cr)
ForP 495  Product and Process Development and Commercialization (3 cr)
IS 495  International Studies Senior Seminar (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)
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 Letters, Arts and Social Sciences
Name of Department(s) or Area(s): Environmental Science Program

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

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

New option in the B.S. Env.S. called Physical Science 2 Option in Environmental Science (Degree or Certificate)

Proposed Starting Date: August 2010

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

Dean’s signature on file  10/19/09
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 12/10/08
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).

This is a request to formally approve the option area for the B.S. in Environmental Science that is offered exclusively in Idaho Falls. Since the approval of the B.S. EnvS degree in Idaho Falls in 1998, we have implemented a variation of the physical science option area curriculum and have used internal substitution/waiver forms as needed to show degree completion. Many UI courses in the Moscow curriculum for the physical science option are not available in Idaho Falls while other courses are available and taught by UI faculty in Idaho Falls or taught by ISU. This has required a significant number of substitution/waiver forms with associated faculty and staff effort. In addition, the computerized degree audit system currently used at UI has limited usefulness to faculty, staff and students in Idaho Falls if all substitutions and waivers have not been processed.

This NOI requests that the curriculum, as it is currently implemented in Idaho Falls, be recognized as an official option area to be known as the B.S. Environmental Science Physical Science 2 option (Idaho Falls).

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.).

Since the degree was approved and implemented in Idaho Falls, 18 students have graduated with the degree; the program currently has 19 students enrolled. Fall 2009 saw a record number of students (9) enter the program in Idaho Falls. Graduates of the program have gone on to work for the Department of Energy, Battelle Energy Alliance, CH2MHiI, the Department of Environmental Quality and other local employers. In addition, a number of students have chosen to continue their education at the graduate level, generally while employed.

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

The learning outcomes and learning outcome assessment plans in place for the B.S. in Environmental Science apply also to Idaho Falls. The key courses in that assessment, EnvS 101, 102, 225 and 497 have not changed and will continue to be taught by Moscow faculty or the UI faculty member in Idaho Falls and are used to assess program quality and suggest improvements.

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 B.S. in Environmental Science is not a duplication of any existing degrees and it precedes the degrees that have been approved at ISU and BSU. Idaho State has a B.S. and B.A. in Earth and Environmental Systems with tracks in Environmental Geochemistry, Environmental Health, Environmental Policy and Management and Global Environmental Change. Boise State has a BA in
Environmental Studies and a BS in Environmental and Occupational Health. These degree programs have all been in place for years and do not duplicate each other but collectively satisfy the need for environmental education in Idaho. In Idaho Falls, UI and ISU collaborate to use classes from both Universities to offer a rich variety of programs including the B.S. in Environmental Science.

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

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<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<tbody>
<tr>
<td>BSU Environmental Studies</td>
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<td>CSI</td>
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<tr>
<td>EITC</td>
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<tr>
<td>ISU Earth and Environmental Systems</td>
<td>BA</td>
<td>Environmental Geochemistry, Environmental Health, Environmental Policy and Management, and Global Environmental Change.</td>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with primary emphasis on, among other areas, natural resources. The University of Idaho gives continuing emphasis in the areas of liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum. The institution serves students, business and industry, the professions and public sector groups throughout the state and nation as well as diverse and special constituencies.

This request is consistent with the role and mission of the University of Idaho as it provides high quality undergraduate education in environmental science and natural resources in Southeast Idaho.

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

   Yes ____  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):

No new resources will be required as this degree has been offered in Idaho Falls since 1998. This change formalizes the curriculum as it currently exists. In fact, faculty and staff time will be saved by implementing this change as the number of substitution/waiver forms required will be significantly reduced. In addition, the computerized degree audit system currently used at UI will be much more useful to faculty, staff and students in Idaho Falls saving time and confusion.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>Total</th>
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<td>4. Facilities</td>
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<td><strong>TOTAL:</strong></td>
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| **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:**              |      |      |      | $0    |

* 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.
### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Biol 115 Cells &amp; the Evolution of Life</td>
<td>4</td>
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<tr>
<td>Chem 111 Principles of Chemistry I</td>
<td>4-5</td>
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<tr>
<td>Chem 112 Principles of Chemistry II</td>
<td>4</td>
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<tr>
<td>Comm 101 Fundamentals of Public Speaking or Foreign Language</td>
<td>2</td>
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<tr>
<td>Ensl 102 College Writing &amp; Rhetoric</td>
<td>3</td>
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<tr>
<td>Ensl 317 Technical Writing</td>
<td>3</td>
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<tr>
<td>Ensl 101 Intro to Environmental Science</td>
<td>3</td>
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<tr>
<td>Ensl 102 Field Activities</td>
<td>1</td>
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<tr>
<td>Ensl 225 Int. Environ. Issues Seminar</td>
<td>3</td>
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<tr>
<td>Ensl 400 or Ensl or Hydro 501 Seminar</td>
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<tr>
<td>Ensl 497 Senior Research and Thesis</td>
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<tr>
<td>Geol 100 Physical Geography or Geol 101 Physical Geology</td>
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<tr>
<td>Phys 111 General Physics I</td>
<td>4</td>
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<tr>
<td>Math170 Analytic Geometry/Calc I or MATH 160 Survey of Calculus</td>
<td>4</td>
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<tr>
<td>Phil 452 Environmental Philosophy</td>
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<tr>
<td>Stat 251 Principles of Statistics or Stat 301 Probability &amp; Statistics</td>
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### Humanities – 6 credits from UI core

- Phil 452 Environmental Philosophy (Arts, Phil, Lit, Music, Drama/Theatre/Foreign Language)

### Social Science – 6 credits from UI core

- (Psych, Soc, Anthropology, Geography, Econ, History, Pols)

### Breadth Electives

1. **Ecology**
   - For 221 Nat Resources Ecology

2. **Natural Resource Economics & Sociology**
   - Anth 220 Peoples of the World
   - PTTE 410 Technology and Society

3. **Management:**
   - ChE 470 Hazardous Waste Management

4. **History, Philosophy & Pol. Science:**
   - Hist 424 American Env History

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PolS 364</td>
<td>Pol of the Environment</td>
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<tr>
<td>Geog 364</td>
<td>Idaho and the Pacific Northwest</td>
<td>3</td>
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<tr>
<td>Phil 365</td>
<td>Biomedical Ethics</td>
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<td>Hist 423</td>
<td>Idaho &amp; Pacific NW</td>
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(5) Other Technical:
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<tr>
<td>Biol 116</td>
<td>Organisms/Environments</td>
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<tr>
<td>Chem 253</td>
<td>Quantitative Analy</td>
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<tr>
<td>Chem 275</td>
<td>Carbon Compounds</td>
<td>4</td>
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<tr>
<td>Chem 277</td>
<td>Organic Chem I (UPDV)</td>
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<tr>
<td>Chem 372</td>
<td>Organic Chem II</td>
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<tr>
<td>Chem 305/306</td>
<td>Physical Chemistry</td>
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<td>Chem 418</td>
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** envs 428 Pollution Prevention**
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<td>Envs 429</td>
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<tr>
<td>Envs 489</td>
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<td>Geog 385</td>
<td>GIS Primer</td>
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<td>Geog 475</td>
<td>Geog Info Sys</td>
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<tr>
<td>NR 402</td>
<td>GIS Applications in Natural Resources</td>
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<tr>
<td>REM 407</td>
<td>GIS Applications in Fire Ecology and Man</td>
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<tr>
<td>Geol 361</td>
<td>Global Environmental Change</td>
<td>3</td>
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<td>Geol 309</td>
<td>Ground Water</td>
<td>3</td>
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<tr>
<td>Math 175</td>
<td>Analytic Geometry/Calc II</td>
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<td>Math 275</td>
<td>Analytic Geometry/Calc III</td>
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<td>MMBB 380</td>
<td>Intro Biochemistry</td>
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<tr>
<td>Phys 112</td>
<td>General Physics II or Phys 212 Engineering Phys II</td>
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<tr>
<td>Soils 205</td>
<td>Soil Ecosystems</td>
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<tr>
<td>Geol 323</td>
<td>Geology of Pacific Northwest</td>
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<tr>
<td>REM 560</td>
<td>Plant Ecophysiology</td>
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<td>Geol 102</td>
<td>Historical Geology</td>
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<tr>
<td>For 472</td>
<td>Remote Sensing of the Environment</td>
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<td>REM 440</td>
<td>Wildland Restoration Ecology</td>
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<td>REM 459</td>
<td>Rangeland Ecology</td>
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**Depth Electives**
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<td>Water (at least 4 courses)</td>
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<tr>
<td>BAE 450</td>
<td>Environmental Hydrology</td>
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<tr>
<td>For 462</td>
<td>Watershed Science &amp; Mgt</td>
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<tr>
<td>Geol 309</td>
<td>Ground Water</td>
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<td>Geol 464</td>
<td>Geochem of Natural Waters</td>
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<td>Course Code</td>
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<tr>
<td>CE 433</td>
<td>Water Quality Management</td>
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<tr>
<td>Hydr 414</td>
<td>Ground Water-Surface Water Interaction</td>
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<td>CSS 573</td>
<td>Planning and Decision Making for Watershed Mgmt</td>
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<td>Fish 540</td>
<td>Wetland Restoration</td>
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<tr>
<td>Chemistry</td>
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<td>MMBB 380</td>
<td>Intro Biochemistry</td>
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<td>Chem 454</td>
<td>Instrumental Analysis and Lab</td>
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<td>Chem 418</td>
<td>Env. Chemistry</td>
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<tr>
<td>FST 409</td>
<td>Prin of Env Tox</td>
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<tr>
<td>Hazardous Waste (at least 3 courses)</td>
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<tr>
<td>ChE J470/J570</td>
<td>Haz Waste Mgmt</td>
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<td>ChE J480/J580</td>
<td>Engr Risk Assessment</td>
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<td>FST 409</td>
<td>Prin of Env Tox</td>
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<tr>
<td>PTTE 364</td>
<td>Hazardous Materials</td>
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<tr>
<td>Mathematics</td>
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<td>Math 175</td>
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<td>Math 310</td>
<td>Ord Differential Equat</td>
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<tr>
<td>Math 330</td>
<td>Linear Algebra</td>
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<tr>
<td>Economics and Management (at least 4)</td>
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<tr>
<td>EnvS 428</td>
<td>Pollution Prevention</td>
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<tr>
<td>Geog 385</td>
<td>GIS Primer</td>
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<td>Geog 450</td>
<td>Global Environmental Change</td>
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<tr>
<td>Geog 424</td>
<td>Hydrologic Apps of GIS and Remote Sensing</td>
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<tr>
<td>Environmental Policy &amp; Regulations (at least 4)</td>
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<tr>
<td>EnvS 429</td>
<td>Environmental Auditing</td>
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<td>EnvS 479</td>
<td>Intro. to Environmental Regulations</td>
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<td>EnvS 482</td>
<td>Natural Resource Policy &amp; Law</td>
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<td>CSS 573</td>
<td>Plan &amp; Dec. Making for Watershed Mgmt</td>
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<td>EnvS 580</td>
<td>Environmental Law &amp; Regulation</td>
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<tr>
<td>CSS 572</td>
<td>Human Dimen. Of Restoration Ecology</td>
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ENVIRONMENTAL SCIENCE (B.S.Env.S.)

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.S. degree, and:

- Biol 115  Cells and the Evolution of Life (4 cr)
- CE 326  Hydrologic Measurement Techniques (1 cr)
- Chem 111  Principles of Chemistry I (students in social science option may substitute Chem 101) (4 cr)
- Comm 101  Fundamentals of Public Speaking or 3-4 cr in foreign language courses (2-4 cr)
- EnvS 101  Introduction to Environmental Science (3 cr)
- EnvS 102  Field Activities in Environmental Sciences (1 cr)
- EnvS 225  International Environmental Issues Seminar (3 cr)
- EnvS 400  Seminar (1 cr)
- EnvS 497  Senior Research and Thesis (3 cr)
- Phil 452  Environmental Philosophy (3 cr)
- Stat 251  Statistical Methods (students in physical science 2 option may substitute Stat 301) (3 cr)

Advisor-directed breadth electives, incl at least one course from the first four areas (24 cr):

- **Ecology**
  - Biol 314  Ecology and Population Biology (4 cr)
  - For 221 Ecology (3 cr)
  - Geog 310  Biogeography (2-3 cr)
  - MMBB 425  Microbial Ecology (3 cr)
  - REM 221  Ecology (3 cr)
- **Natural Resource Economics and Sociology**
  - AgEc 451  Applied Environmental and Natural Resource Economics (3 cr)
  - Anth 220  Peoples of the World (3 cr)
  - CSS 383  Resource Economics for Environmental Policymaking (3 cr)
  - Econ 385  Environmental Economics (3 cr)
  - For 235  Society and Natural Resources (3 cr)
- **Management**
  - CHE 470 or EnvS 445  Hazardous Waste Management (3 cr)
  - CSS 486  Public Involvement in Natural Resource Mgt (3 cr)
  - For 484  Forest Policy and Administration (2 cr)
  - Geog 427  Spatial Multicriteria Analysis and Optimization (3 cr)
  - Geog 444  Environmental Assessment (4 cr)
- **History, Philosophy, and Political Science**
  - AgEc 477  Law, Ethics, and the Environment (3 cr)
  - CSS 489  Personalities and Philosophies in Conservation (2 cr)
  - Hist 424  American Environmental History (3 cr)
  - Phil 351  Philosophy of Science (3 cr)
  - Phil 417  Philosophy of Biology (3 cr)
  - PolS 364  Politics of the Environment (3 cr)
- **Technical**
  - Biol 213  Principles of Biological Structure and Function (4 cr)
  - Chem 253  Quantitative Analysis (5 cr)
  - Chem 275  Carbon Compounds or Chem 277 and 372  Organic Chemistry (3 cr)
  - Chem 302  Principles of Physical Chem or Chem 305-306  Physical Chem (3 cr)
  - Chem 303  Principles of Physical Chem Lab (1 cr)
  - Chem 418  Environmental Chemistry (3 cr)
  - EnvS 428  Pollution Prevention (3 cr)
  - EnvS 429  Environmental Audit (3 cr)
  - EnvS 479  Introduction to Environmental Regulation (3 cr)
  - EnvS 498  Internship (1-3 cr)
  - For 472 or REM 472  Remote Sensing of Environment (3-4 cr)
  - Geog 301  Meteorology or Geog 401  Climatology (3 cr)
  - Geog 385  GIS Primer (3 cr)
  - Geog 450  Global Environmental Change (3 cr)
  - Geol 303  Ground Water Hydrology (3 cr)
  - Geol 361  Geology and the Environment (3 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)
  - Phys 111  General Physics I or 211  Engr Physics I (4 cr)
  - Phys 112  General Physics II or 212  Engr Physics II (4 cr)
  - Soil 208  The Soil Ecosystem (3 cr)

And one of the following options:

**A. Biological Science Option**

This option is suitable for students wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis.

- CE 326  Hydrologic Measurement Techniques (1 cr)

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Page 9
Chem 112  Principles of Chemistry II (5 cr)
Engl 317  Technical Writing (3 cr)
Geog 100  Physical Geography or Geol 101  Physical Geology (4 cr)
Math 170  Analytic Geometry and Calculus I or 160  Survey of Calculus (4 cr)
MMBB 250  General Microbiology (3 cr)

Advisor-directed breadth electives, incl at least one course from the first four areas (24 cr):

**Ecology**
- Biol 314  Ecology and Population Biology (4 cr)
- For 221 Ecology (3 cr)
- Geog 310  Biogeography (2-3 cr)
- MMBB 425  Microbial Ecology (3 cr)
- REM 221 Ecology (3 cr)

**Natural Resource Economics and Sociology**
- AgEc 451  Applied Environmental and Natural Resource Economics (3 cr)
- Anth 220  Peoples of the World (3 cr)
- CSS 383  Resource Economics for Environmental Policymaking (3 cr)
- Econ 385  Environmental Economics (3 cr)
- For 235  Society and Natural Resources (3 cr)

**Management**
- ChE 470 or EnvS 445  Hazardous Waste Management (3 cr)
- CSS 486  Public Involvement in Natural Resource Mgt (3 cr)
- For 484  Forest Policy and Administration (2 cr)
- Geog 420  Land, Resources, and Environment (3 cr)
- Geog 427  Spatial Multicriteria Analysis and Optimization (3 cr)
- Geog 444  Environmental Assessment (4 cr)

**History, Philosophy, and Political Science**
- AgEc 477  Law, Ethics, and the Environment (3 cr)
- CSS 489  Personalities and Philosophies in Conservation (2 cr)
- Hist 424  American Environmental History (3 cr)
- Phil 351  Philosophy of Science (3 cr)
- Phil 417  Philosophy of Biology (3 cr)
- PolS 364  Politics of the Environment (3 cr)

**Technical**
- Biol 213  Principles of Biological Structure and Function (4 cr)
- Chem 253  Quantitative Analysis (5 cr)
- Chem 275  Carbon Compounds or Chem 277 and 372  Organic Chemistry (3 cr)
- Chem 302  Principles of Physical Chem or Chem 305-306  Physical Chem (3 cr)
- Chem 303  Principles of Physical Chem Lab (1 cr)
- Chem 418  Environmental Chemistry (3 cr)
- EnvS 428  Pollution Prevention (3 cr)
- EnvS 429  Environmental Audit (3 cr)
- EnvS 479  Introduction to Environmental Regulation (3 cr)
- EnvS 498  Internship (1-3 cr)
- For 472 or REM 472  Remote Sensing of Environment (3-4 cr)
- Geos 301  Meteorology or Geos 401  Climatology (3 cr)
- Geos 385  GIS Primer (3 cr)
- Geos 450  Global Environmental Change (3 cr)
- Geol 309  Ground Water Hydrology (3 cr)
- Geol 361  Geology and the Environment (3 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)
- Phys 111  General Physics I or 211  Engr Physics I (4 cr)
- Phys 112  General Physics II or 212  Engr Physics II (4cr)
- Soil 205  The Soil Ecosystem (3 cr)

Advisor-approved depth electives – include all the courses from at least two of the following areas (20 cr):

**Plant Protection**
- Ent 322  General and Applied Entomology or 491  Principles of Insect Pest Mgt (3 cr)
- PIsc 338  Weed Control (3 cr)
- PIsc 415  Plant Pathology (3 cr)
- Soil 446  Soil Fertility (1-3 cr, max 3)

**Animal Ecology**
- WLF 314  Wildlife Ecology I (3 cr)
- WLF 315  Wildlife Ecology I Laboratory (1 cr)
- WLF 316  Wildlife Ecology II (4 cr)
- WLF 448  Fish and Wildlife Population Ecol or 440  Conservation Biol (3-4 cr)

**Aquatic Ecology**
- Take 3 of the 4 courses listed below:
  - Ent 472  Aquatic Entomology (3 cr)
  - Fish 314  Fish Ecology (3 cr)
  - Fish 415  Limnology (4 cr)
  - Fish 430  Riparian Ecology and Management (3 cr)

Forestry and Range Systems
Take 4 of the 7 courses listed below:
- For 330 Forest Ecosystem Processes (2 cr)
- For 423 Forest Community Ecology (1 cr)
- For 426 Wildland Fire Ecology and Management (3 cr)
- For 429 Landscape Ecology (3 cr)
- REM 357 Rangeland and Riparian Habitat Assessment (3 cr)
- REM 440 Wildland Restoration Ecology (3 cr)
- REM 459 Rangeland Ecology (2 cr)

Soils
- Soil 437 Soil Biology (3 cr)
- Soil 438 Pesticides in the Environment (3 cr)
- Soil 446 Soil Fertility (1-3 cr, max 3)

Water
Take at least 4 of the 6 courses listed below:
- BAE 450 Environmental Hydrology (3 cr)
- EnvS 446 Drinking Water and Human Health (3 cr)
- For 462 Watershed Management (3 cr)
- Geol 309 Ground Water Hydrology (3 cr)
- Geol 410 Techniques of Ground Water Study (3 cr)
- Geol 464 The Geochemistry of Natural Waters (3 cr)

Environmental Regulation
- Geog 420 Land, Resources, and Environment (3 cr)
- Geog 444 Environmental Assessment (4 cr)

Decision Making Tools
- For 472 or REM 472 Remote Sensing of Environment (3-4 cr)
- Geog 385 GIS Primer (3 cr)
- LArc 495 Computer-Aided Regional Landscape Planning (3 cr)

Environmental Chemistry
- Chem 418 Environmental Chemistry (3 cr)
- Ent 438 Pesticides in the Environment (3 cr)
- FST 409 Principles of Environmental Toxicology (3 cr)

Electives to total 128 credits for the degree

B. Physical Science Option
This option is suitable for students wishing to pursue technical careers in environmental professions such as air, soil, and water pollution abatement, hazardous waste management, waste minimization, and ecological restoration.

| CE 326 Hydrologic Measurement Techniques (1 cr) |
| Chem 112 Principles of Chemistry II (5 cr) |
| Engl 317 Technical Writing (3 cr) |
| Geog 100 Physical Geography or Geol 101 Physical Geology (4 cr) |
| Math 170 Analytic Geometry and Calculus I or 160 Survey of Calculus (4 cr) |
| Phys 111 General Physics I (4 cr) |

Advisor-directed breadth electives, incl at least one course from the first four areas (24 cr):

Ecology
- Biol 314 Ecology and Population Biology (4 cr)
- For 221 Ecology (3 cr)
- Geog 310 Biogeography (2-3 cr)
- MMBB 425 Microbial Ecology (3 cr)
- REM 221 Ecology (3 cr)

Natural Resource Economics and Sociology
- AgEc 451 Applied Environmental and Natural Resource Economics (3 cr)
- Anth 220 Peoples of the World (3 cr)
- CSS 383 Resource Economics for Environmental Policymaking (3 cr)
- Econ 385 Environmental Economics (3 cr)
- For 239 Society and Natural Resources (3 cr)

Management
- ChE 470 or EnvS 445 Hazardous Waste Management (3 cr)
- CSS 486 Public Involvement in Natural Resource Mgt (3 cr)
- For 484 Forest Policy and Administration (2 cr)
- Geog 420 Land, Resources, and Environment (3 cr)
- Geog 427 Spatial Multicriteria Analysis and Optimization (3 cr)
- Geog 444 Environmental Assessment (4 cr)

History, Philosophy, and Political Science
- AgEc 477 Law, Ethics, and the Environment (3 cr)
- CSS 489 Personalities and Philosophies in Conservation (2 cr)
- Hist 424 American Environmental History (3 cr)
- Phil 351 Philosophy of Science (3 cr)
- Phil 471 Philosophy of Biology (3 cr)
- PolS 364 Politics of the Environment (3 cr)

Technical
- Biol 213 Principles of Biological Structure and Function (4 cr)
Chem 253  Quantitative Analysis (5 cr)
Chem 275  Carbon Compounds or Chem 277 and 372  Organic Chemistry (3 cr)
Chem 302  Principles of Physical Chem or Chem 305-306  Physical Chem (3 cr)
Chem 303  Principles of Physical Chem Lab (1 cr)
Chem 418  Environmental Chemistry (3 cr)
EnvS 428  Pollution Prevention (3 cr)
EnvS 429  Environmental Audit (3 cr)
EnvS 479  Introduction to Environmental Regulation (3 cr)
EnvS 498  Internship (1-3 cr)
For 472 or REM 472  Remote Sensing of Environment (3-4 cr)
Geog 301  Meteorology or Geog 401  Climatology (3 cr)
Geog 385  GIS Primer (3 cr)
Geog 450  Global Environmental Change (3 cr)
Geol 309  Ground Water Hydrology (3 cr)
Geol 361  Geology and the Environment (3 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)
Phys 111  General Physics I or 211  Engr Physics I (4 cr)
Phys 112  General Physics II or 212  Engr Physics II (4 cr)
Soil 205  The Soil Ecosystem (3 cr)

Advisor-approved depth electives – meet requirements of at least two of the following areas (20 cr):

Water
Take at least 4 of the 6 courses listed below:
- BAE 450  Environmental Hydrology (3 cr)
- EnvS 446  Drinking Water and Human Health (3 cr)
- For 462  Watershed Management (3 cr)
- Geol 309  Ground Water Hydrology (3 cr)
- Geol 410  Techniques of Ground Water Study (3 cr)
- Geol 464  The Geochemistry of Natural Waters (3 cr)

Chemistry
- Chem 418  Environmental Chemistry (3 cr)
- Chem 454  Instrumental Analysis (4 cr)
- FST 409  Principles of Environmental Toxicology (3 cr)
- MMBB 380  Introductory Biochemistry (4 cr)

Hazardous Waste
- ChE 470 or EnvS 445  Hazardous Waste Management or BAE 433 Bioremediation or Met 406  Treatment Technology for Recycled Waste (3 cr)
- ChE 480  Engineering Risk Assessment for Hazardous Waste Evaluations (3 cr)
- FST 409  Principles of Environmental Toxicology (3 cr)

Geology
- Geol 335  Geomorphology (3 cr)
- Geol 361  Geology and the Environment (3 cr)
- Geol 423  Principles of Geochemistry (3 cr)
- Geol 464  The Geochemistry of Natural Waters (3 cr)

Statistics
- GeoE 428  Geostatistics (3 cr)
- Stat 401  Statistical Analysis (3 cr)
- Stat 422  Sample Survey Methods (3 cr)

Mathematics
- Math 175  Analytic Geometry and Calculus II (4 cr)
- Math 275  Analytic Geometry and Calculus III (3 cr)
- Math 310  Ordinary Differential Equations (3 cr)
- Math 330  Linear Algebra (3 cr)

Soils
- Soil 415  Soil Physics (3 cr)
- Soil 422  Environmental Soil Chemistry (3 cr)
- Soil 454  Soil Development and Classification (3 cr)

Economics and Management
- Econ 385  Environmental Economics (3 cr)
- For 472 or REM 472  Remote Sensing of Environment (3-4 cr)
- Geog 385  GIS Primer (3 cr) or LArc 395  GIS in Land Planning (3 cr)
- Geog 444  Environmental Assessment (4 cr)

Electives to total 128 credits for the degree

C.  Physical Science 2 Option

This option is only available to students in Idaho Falls

Chem 112  Principles of Chemistry II (5 cr)
Engl 317  Technical Writing (3 cr)
Geog 100  Physical Geography or Geol 101  Physical Geology (4 cr)
Math 170  Analytic Geometry and Calculus I or 160  Survey of Calculus (4 cr)

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Phys 111  General Physics I (4 cr)
Advisor-directed breadth electives, incl at least one course from the first four areas (24 cr):

**Ecology**
- For 221 Ecology (3 cr)

**Natural Resource Economics and Sociology**
- Anth 220  Peoples of the World (3 cr)
- PTTE 410  Technology and Society (3 cr)

**Management**
- ChE 470  Hazardous Waste Management (3 cr)
- EnvS 479  Introduction to Environmental Regulations (3 cr)
- For 462 Watershed Science and Management (3 cr)
- Geog 424  Hydrologic Applications of GIS and Remote Sensing (3 cr)

**History, Philosophy, and Political Science**
- Geog 364  Idaho and the Pacific Northwest (3 cr)
- Hist 423  Idaho and the Pacific Northwest (3 cr)
- Hist 424  American Environmental History (3 cr)
- Phil 365  Biomedical Ethics (3 cr)
- PolS 364  Politics of the Environment (3 cr)

**Technical**
- Biol 116  Organisms and Environments (4 cr)
- Chem 253  Quantitative Analysis (5 cr)
- Chem 275  Carbon Compounds (3 cr)
- Chem 305 or Chem-306  Physical Chem (3 cr)
- Chem 372  Organic Chemistry II (3 cr)
- Chem 418  Environmental Chemistry (3 cr)
- EnvS 428  Pollution Prevention (3 cr)
- EnvS 429  Environmental Audit (3 cr)
- EnvS 479  Introduction to Environmental Regulation (3 cr)
- EnvS 498  Internship (1-3 cr)
- For 472  Remote Sensing of the Environment (3 cr)
- Geog 385  GIS Primer (3 cr)
- Geog 450  Global Environmental Change (3 cr)
- Geog 475  Advanced GIS (3 cr)
- Geol 102  Historical Geology (4 cr)
- Geol 309  Ground Water Hydrology (3 cr)
- Geol 323  Geology of the Pacific Northwest (3 cr)
- Geol 361  Geology and the Environment (3 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)
- NR 402  GIS Applications in Natural Resources (1 cr)
- Phys 112  General Physics II or Phys 212  Engr Physics II (4cr)
- REM 407  GIS Application in Fire Ecology and Management (1 cr)
- REM 440  Wildland Restoration Ecology (3 cr)
- REM 459  Rangeland Ecology (2 cr)
- REM 580  Plant Ecophysiology (3 cr)
- Soil 205  The Soil Ecosystem (3 cr)

Advisor-approved depth electives – meet requirements of at least two of the following areas (20 cr):

**Water**
- Take at least 4 of the courses listed below:
  - BAE 450  Environmental Hydrology (3 cr)
  - CE 433  Water Quality Management (3 cr)
  - CSS 573  Planning & Decision Making for Watershed Management (3 cr)
  - Fish 540  Wetland Restoration (3 cr)
  - For 462  Watershed Management (3 cr)
  - Geol 309  Ground Water Hydrology (3 cr)
  - Geol 464  The Geochemistry of Natural Waters (3 cr)
  - Hydr 414  Ground Water-Surface Water Interaction (3 cr)

**Chemistry**
- Chem 418  Environmental Chemistry (3 cr)
- Chem 454  Instrumental Analysis (4 cr)
- FS 409  Principles of Environmental Toxicology (3 cr)
- MMBB 380  Introductory Biochemistry (4 cr)

**Hazardous Waste**
- ChE 470 or ChE 570  Hazardous Waste Management (3 cr)
- ChE 480 or ChE 580  Engineering Risk Assessment for Hazardous Waste Evaluations (3 cr)
- FS 409  Principles of Environmental Toxicology (3 cr)
- PTTE 364  Hazardous Materials (3 cr)

**Mathematics**
- Math 175  Analytic Geometry and Calculus II (4 cr)
- Math 275  Analytic Geometry and Calculus III (3 cr)
- Math 310  Ordinary Differential Equations (3 cr)
Math 330  Linear Algebra (3 cr)

Economics and Management
Take at least 4 of the courses listed below:
- EnvS 428 Polluption Prevention (3 cr)
- Geog 385 GIS Primer (3 cr)
- Geog 450 Global Environmental Change (3 cr)
- Geog 475 Advanced GIS (3 cr)
- Geog 424 Hydrologic Applications of GIS and Remote Sensing (3 cr)

Environmental Policy & Regulations
Take at least 4 of the courses listed below:
- CSS 572 Human Dimensions of Restoration Ecology (3 cr)
- CSS 573 Planning & Decision Making for Watershed Management (3 cr)
- EnvS 429 Environmental Audit (3 cr)
- EnvS 479 Introduction to Environmental Regulations (3 cr)
- EnvS 482 Natural Resource Policy and Law (3 cr)
- EnvS 580 Environmental Law and Regulation (3 cr)

Electives to total 128 credits for the degree

**DC. Social Science Option**

This option is suitable for students wishing to pursue careers in environmental professions such as environmental regulation, land use planning, environmental administration, and as a pre-law program for environmental law.

**CE 326 Hydrologic Measurement Techniques (1 cr)**
- Engl 309 Advanced Prose Writing or JAMM 428 Environmental Journalism (3 cr)
- Engl 316 Environmental Writing or Engl 317 Technical Writing (3 cr)
- Geol 101 Physical Geology (4 cr)
- Math 137 Algebra with Applications or 143 Pre-calculus Algebra and Analytic Geom (3 cr)
- PoIS 235 Political Research Methods and Approaches or Hist 290 The Historian's Craft or Phil 201 Critical Thinking (3 cr)

Advisor-directed breadth electives, incl at least one course from the first four areas (24 cr):

**Ecology**
- Biol 314 Ecology and Population Biology (4 cr)
- For 221 Ecology (3 cr)
- Geog 310 Biogeography (2-3 cr)
- MMBB 425 Microbial Ecology (3 cr)
- REM 221 Ecology (3 cr)

**Natural Resource Economics and Sociology**
- AgEc 451 Applied Environmental and Natural Resource Economics (3 cr)
- Anth 220 Peoples of the World (3 cr)
- CSS 383 Resource Economics for Environmental Policymaking (3 cr)
- Econ 385 Environmental Economics (3 cr)
- For 235 Society and Natural Resources (3 cr)

**Management**
- ChE 470 or EnvS 445 Hazardous Waste Management (3 cr)
- CSS 486 Public Involvement in Natural Resource Mgt (3 cr)
- For 484 Forest Policy and Administration (2 cr)
- Geog 420 Land, Resources, and Environment (3 cr)
- Geog 427 Spatial Multicriteria Analysis and Optimization (3 cr)
- Geog 444 Environmental Assessment (4 cr)

**History, Philosophy, and Political Science**
- AgEc 477 Law, Ethics, and the Environment (3 cr)
- CSS 489 Personalities and Philosophies in Conservation (2 cr)
- Hist 424 American Environmental History (3 cr)
- Phil 351 Philosophy of Science (3 cr)
- Phil 417 Philosophy of Biology (3 cr)
- PoIS 364 Politics of the Environment (3 cr)

**Technical**
- Biol 213 Principles of Biological Structure and Function (4 cr)
- Chem 253 Quantitative Analysis (5 cr)
- Chem 275 Carbon Compounds or Chem 277 and 372 Organic Chemistry (3 cr)
- Chem 302 Principles of Physical Chem or Chem 305-306 Physical Chem (3 cr)
- Chem 303 Principles of Physical Chem Lab (1 cr)
- Chem 418 Environmental Chemistry (3 cr)
- EnvS 428 Pollution Prevention (3 cr)
- EnvS 429 Environmental Audit (3 cr)
- EnvS 479 Introduction to Environmental Regulation (3 cr)
- EnvS 498 Internship (1-3 cr)
- For 472 or REM 472 Remote Sensing of Environment (3-4 cr)
- Geog 301 Meteorology or Geog 401 Climatology (3 cr)
- Geog 385 GIS Primer (3 cr)
- Geog 450 Global Environmental Change (3 cr)
- Geol 309 Ground Water Hydrology (3 cr)
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<tr>
<th>Course Code</th>
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<td>Geology and the Environment (3 cr)</td>
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<td>MMBB 380</td>
<td>Introductory Biochemistry (4 cr)</td>
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<td>Phys 111</td>
<td>General Physics I or 211 Engr Physics I (4 cr)</td>
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<tr>
<td>Phys 112</td>
<td>General Physics II or 212 Engr Physics II (4 cr)</td>
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<tr>
<td>Soil 205</td>
<td>The Soil Ecosystem (3 cr)</td>
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Advisor-approved depth electives chosen from the following, incl five courses from one of the following areas:

**Conservation Heritage**
- Anth 422 Plateau Indians (3 cr)
- CSS 489 Personalities and Philosophies in Conservation (2 cr)
- Engl 473 American Regional Literature (3 cr)
- Engl 484 American Indian Literature (3 cr)
- Geog 364 Idaho and the Pacific Northwest (3 cr)
- Geog 420 Land, Resources, and Environment (3 cr)
- Hist 424 American Environmental History (3 cr)
- Hist 428 History of the American West (3 cr)
- LArc 480 The Emerging Landscape (3 cr)

**Law**
- EnvS 479 Introduction to Environmental Regulations (3 cr)
- Geog 420 Land, Resources, and Environment (3 cr)
- Law 937 Natural Resources Law and Legal History (3 cr)
- Law 947 Environmental Law I (3 cr)
- Law 948 Public Land Law (3 cr)
- Phil 470 Philosophy of Law (3 cr)
- Phil 571 Ecological Jurisprudence (3 cr)
- PolS 364 Politics of the Environment (3 cr)
- PolS 467 Constitutional Law (3 cr)
- PolS 468 Civil Liberties (3 cr)

**Policy and Planning**
- Comm 331 Conflict Management (3 cr)
- CSS 383 Resource Economics for Environmental Policymaking (3 cr)
- CSS 385 Conservation Management and Planning I (3 cr)
- CSS 387 Environmental Communication Skills (3 cr)
- CSS 494 Public Relations for Natural Resources Professionals (3 cr)
- Econ 385 Environmental Economics (3 cr)
- For 484 Forest Policy and Administration (2 cr)
- Geog 444 Environmental Assessment (4 cr)
- PolS 364 Politics of the Environment (3 cr)
- PolS 451 Public Administration (3 cr)
- PolS 454 Public Organization Theory (3 cr)
- PolS 462 Natural Resource Policy (3 cr)
- Psyc 416 Industrial/Organizational Psychology (3 cr)

**Green Building and Community Design**
- Arch 151 Introduction to the Built Environment (2 cr)
- Arch 266 Materials and Methods (3 cr)
- Arch 463 Environmental Control Systems (4 cr)
- Arch 464 Environmental Control Systems (4 cr)
- Geog 400 Seminar (3 cr)
- Geog 450 Global Environmental Change (3 cr)
- LArc 380 Water in the Urban Context (2 cr)
- LArc 480 The Emerging Landscape (3 cr)

Electives to total 128 credits for the degree
Please note that any references in the catalog to a 2.80 GPA relative to a College of Graduate Studies issue should be changed to a 3.00 GPA.

Graduate Admission to the University

The University of Idaho offers 29 doctoral programs, 7 specialist programs, and 77 master's programs. Graduate students are able to pursue degrees full- or part-time.

All of the graduate programs are available on the main campus in Moscow. Graduate programs in education disciplines are available at UI's Coeur d'Alene and Boise centers, graduate programs in engineering and natural resources are available at UI's Boise center, and graduate programs in engineering disciplines and several physical science disciplines are available at the Idaho Falls center.

More than 750 faculty members participate in teaching and research. In addition to the accreditation of individual programs, the University is accredited by the Northwest Commission on Colleges and Universities.

Academic Requirements

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

(1) Have a bachelor's degree from a college or university accredited by a regional accrediting association. If the degree is from a recognized but not regionally accredited institution, the application will be reviewed by the department and by the College of Graduate Studies.

(2) Have an undergraduate cumulative grade-point average of 2.80-3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),

(3) Have maintained at least a 2.80-3.00 grade-point average in subsequent academic work if any, and

(4) Have been reviewed and recommended for acceptance by the department administering the program in which the student seeks to enroll. For individual departmental admission requirements please refer to part 5 of this catalog or consult the graduate admissions website at www.uidaho.edu/gradadmissions.

The College of Graduate Studies requires all applicants to submit three letters of recommendation, a one to two page Statement of Career Objectives and a one to two page resume/curriculum vitae.

Students planning to apply for work leading to a graduate degree should contact the department in which they wish to major before submitting the application for graduate admission. All admission decisions are made at the departmental level with final admission granted by the College of Graduate Studies. Admission is granted only to a specific degree and program and initial admission is granted for a specific semester.

Admission application files will be sent to the department for review once all required documents have been received by the Graduate Admissions Office. Students currently enrolled in a college or university need to submit a current transcript that shows all work completed thus far.

### PRIORITY DEADLINES AND APPLICATION FEES

<table>
<thead>
<tr>
<th>Domestic Applicants</th>
<th>International Applicants</th>
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<tr>
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<td>Summer-February 1</td>
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<tr>
<td>Non-refundable application fee $55.00</td>
<td>Non-refundable application fee $60.00</td>
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Priority consideration for awarding College of Graduate Studies tuition waivers will be given to applicants who meet the above deadlines. Individual academic departments may have earlier departmental deadlines especially for applicants seeking financial assistance or assistantships.

Some departments do not admit graduate students for the Spring and Summer terms.

Applications received after the above deadlines but before the official start of the semester for which the applicant is seeking entry will be accepted only if additional students can be accommodated.

Please consult the graduate admissions website at www.uidaho.edu/gradadmissions for more information regarding academic departments’ requirements and deadlines.

The Graduate Admissions Office is not authorized to give out information without written authorization to anyone other than the applicant. Please submit a Student Consent for Release Form (available on the admissions website) if you want someone specific to be given information regarding your admission status.

Graduate Record Examination

The Graduate Record Examination (GRE) is not a College of Graduate Studies requirement, but is required by some departments. Official copies of GRE results must come from the Educational Testing Service. In rare cases, if the examination is many years out of date, students may be able to provide unofficial results of the examination with their admission application to facilitate evaluation and acceptance. GRE scores are retained by the student's department. Applicants wishing to take the Computer Based GRE on campus should contact the Counseling and Testing Center.

Transcripts and Application for Admission

Graduate students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, three letters of recommendation from professional/academic references, a statement of career objectives, vitae/resume, and have official transcripts sent directly from each institution attended to the Graduate Admissions Office. Transcripts become the property of the university and cannot be copied, returned, or forwarded.

The Test of English as a Foreign Language (TOEFL) is required for permanent residents and American citizens whose primary language is not English. Primary language is defined as native language or the official language of instruction used in previous university-level academic work.

Acceptance

When admitted to the College of Graduate Studies, a graduate applicant will be issued a letter of acceptance. Acceptance is granted for a specified semester or summer session. If an applicant does not register for the term indicated, it will be necessary for the applicant to notify the Graduate Admissions Office if he or she should desire to enter for a subsequent session or semester.

Admission Categories

Regular Enrollment. Regular enrollment for graduate study leading toward an advanced degree may be granted to a student who satisfies all of the following criteria: (1) has a bachelor's degree from a college or university accredited by a regionally accrediting association, (2) has an undergraduate cumulative grade-point average of 2.80-3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits), (3) has maintained at least a 2.80-3.00 grade-point average in subsequent academic work if any, and (4) has been reviewed and recommended for acceptance by the department administering the program in which the student seeks to enroll.

Provisional Enrollment. A student who is not eligible for regular enrollment may be considered for provisional enrollment (on the master's level only) if the department administering the program recommends it, and if at least two of the following conditions are met: (1) the student's undergraduate GPA shows steady improvement; (2) the student has taken post-baccalaureate undergraduate level course work with A and/or B grades; (3) the student has achieved the 75th percentile on the relevant GRE or equivalent exam; (4) the student has been out of school for five or more years and has been working for at least one year in the field of the proposed graduate major. The department specifies conditions that the student must fulfill in order to be advanced to regular enrollment. Provisional enrollment may also be granted to a student who is otherwise eligible for regular enrollment but whose prospective department specifies conditions that he or she must first meet (i.e. achievement of specific
grades and/or completion of specific course work). **International students who hold nonresident alien visas and students who are to be appointed to assistantships cannot be accepted in provisional enrollment.**

The admissions office notifies the student that he/she has been accepted for provisional enrollment. In the letter of acceptance, the following general and specific terms governing the student's provisional enrollment are stated:

1. A student may not remain in provisional enrollment status for more than 12 consecutive calendar months (a shorter period may be specified). Nor may a student remain in this status after completing nine credits (a lower credit limitation may be specified).

2. A student will be advanced from provisional to regular enrollment provided he or she maintains a GPA of at least 3.00 each semester while in the provisional status (a higher GPA may be specified), fulfills the conditions, if any, that were specified at the time of initial enrollment, and receives no incompletes.

3. A student who does not meet the stated conditions for advancement to regular enrollment within the specified time and credit limitations cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures.

**It is the student's responsibility** to be in touch with the department regarding his or her progress toward meeting the conditions for advancement.

The conditions specified for a student's advancement to regular enrollment are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

Departments need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of them should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining deficiencies, if any, can be made up after the student is in regular enrollment. The department must be sure that any courses the student is required to take while in provisional enrollment will, in fact, be offered during that period.

**Unclassified Enrollment.** Unclassified enrollment is for students who do not wish to work for a graduate degree and is not to be used as a probationary category. Admission as an unclassified student does not guarantee subsequent transfer to any departmental degree program. This enrollment category is not open to international students who hold nonresident alien visas or to students who are to be appointed to assistantships. Students on Unclassified enrollment are not eligible for Title IV financial aid.

**Non-degree Student.** Refer to the “Non-Degree Admission Requirements” section above for a full description of this classification. Non-degree students are not admitted to the College of Graduate Studies. They may, however, take graduate courses with permission of the instructor and the Dean of the College of Graduate Studies provided that they have earned a baccalaureate degree with an overall 2.80 GPA. Non-degree students are not eligible for Title IV financial aid. If a non-degree student receives a grade of C, D, or F in a 500-level course, he/she loses the privilege of taking more 500-level courses.

**Dual Level Curricula for Graduate Students.** A graduate student may enroll in an undergraduate curriculum and be in both programs simultaneously. The “Course Level Adjustment” form indicating course use (graduate, undergraduate or law) is available and must be filed each semester or session by the 10th day of classes. Please note that students who have not been admitted as undergraduate or law students in the past need to officially apply for admission at the appropriate level. Students in dual-level curricula will be assessed graduate fees for all courses.

**Seniors in 500-Level Courses.** A senior who has a cumulative grade-point average of 2.80-3.00 or higher may enroll in 500-level courses. The course(s) may be placed on either the undergraduate or the graduate transcript. Seniors desiring to have the class placed on a graduate transcript must submit to and have approved by the Graduate College a "Course Level Adjustment" form that lists the course(s) to be placed on the graduate transcript. If the form is not filed, the course(s) will automatically be placed on the undergraduate transcript. The placing of courses on a graduate transcript does not admit or guarantee subsequent admission of such students to the Graduate College. The deadline for filing the "Course Level Adjustment" form is the tenth day of the class for that semester or session. All courses placed on a graduate transcript, regardless of the course level, will be assessed graduate fees. (NOTE: Information duplicated in Part 4.)

**Returning Students.** A graduate student who has completed one degree and wishes to enroll in further courses must file a "Change of Curriculum" form with the Graduate Studies Office. A returning graduate student who has not enrolled within two years of the term in which he or she wishes to register must file an Application for Readmission with the Graduate Admissions Office (see B-1). Readmission must be approved by the department in whose degree program the returning graduate student wishes to enroll. If the department denies the readmission, the student will be moved automatically into Unclassified enrollment status.

**Admission of International Students**
The College of Graduate Studies welcomes applications from qualified students from other countries. International applicants are expected to have qualifications equivalent to those required of other graduate students.

**Credentials.** Official transcripts and/or certified copies of the certificate, diploma, or government examination report received on completion of any college or university course work must be sent by the certifying agency directly to the Graduate Admissions Office. The credentials must be translated into English if written in a foreign language.

**English Language Proficiency.** UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 525 (paper or test), 193 (computer test), or 70 (internet based test). Equivalent measures of proficiency acceptable to UI include the MELAB (74-77), the Cambridge IELTS (6.5), Cambridge CAE (Pass), Cambridge CPE (Pass), and Cambridge International O level (Pass). Most departments require language proficiency at the level of the TOEFL 550 (paper), 213 (computer), or 79 (internet) or above. It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from either a U.S. institution or an institution in another official English-speaking country, or (c) based on the judgment of the Graduate Admissions Office, those who have earned at least 12 credits, with a grade C or better, in university-level courses, English courses from a U.S. institution, or an institution in another official English-speaking country, or (d) those who successfully complete Level 6 of the American Language and Culture Program at the University of Idaho. UI does not accept scores that are more than two years old. Applicants wishing to take the Computer Based TOEFL or the MELAB on campus should contact the Counseling and Testing Center.

**Deferred Admission.** Deferred admission may be granted to applicants who qualify academically, but who have not yet met UI's minimum English language proficiency requirement. In deferred admission status, students enroll in UI's American Language and Culture Program (ALCP) to achieve the academic department's English language requirement prior to being granted full admission and commencing their degree programs. Please note that not all academic departments grant deferred admission.

**Concurrent Enrollment as an Option of Deferred Admission.** Students enrolled in ALCP Level 5 or Level 6 may, in consultation with the coordinator of ALCP and the course instructor, obtain approval to enroll as non-degree students for up to 7 credits per semester of academic courses in addition to their full-time ALCP courses. Students whose proficiency levels later prove inadequate for success in the academic courses may be withdrawn at the discretion of the academic course instructor and the ALCP coordinator. Once students achieve the necessary language qualification and gain full admission to the university, they may apply the credits of academic courses completed while in deferred admission status toward UI degree programs (other university and College of Graduate Studies regulations may apply).

**Financial Statement.** As required by the U.S. Immigration and Customs Enforcement (USICE), all international students who hold or intend to hold nonresident alien visas must present to the Graduate Admissions Office satisfactory statements of finances and adequate proof of financial responsibility or sponsorship to cover all financial obligations while attending the University of Idaho.

**Health and Accident Insurance.** Supplemental health and accident insurance is mandatory for international students who hold nonresident alien visas and all accompanying dependents. Students must purchase and maintain the UI health insurance (SHIP) policy or document coverage of an equivalent policy with the International Programs Office before they are allowed to register or attend classes. Failure to obtain and maintain the required insurance may subject students to sanctions, up to and including disenrollment. See information on insurance in the Student Services section.

**Status.** In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of online coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

**Deadline for Application for Admission.** To provide time for evaluation, for notice of admission status to reach the applicant, and for USICE requirements to be met for issuance of a student visa, applications and credentials should be received by the Graduate Admissions Office no later than the following dates: for fall semester, May 1; for spring semester, October 1; for summer session, March 15. (Please note: The priority application deadlines are February 1 for fall semester and summer sessions and September 1 for spring semester. Priority consideration for awarding College of Graduate Studies tuition waivers will be given to applicants who meet those deadlines.)

**International Student Advisors.** The international student advisors (ISAs) are involved with an international student's progress at every stage of the educational process. Once a student has been admitted, the ISAs provide general information about
cultural adjustment and the educational system, as well as specific details about other matters. Community contacts may be arranged, if requested. All matters pertaining to a student's non-immigrant status with Department of Homeland Security (DHS) are handled through the International Programs Office. A mandatory orientation before registration provides new students with assistance on initial questions. After this orientation, students are invited to visit the ISAs at any time with questions or concerns relating to immigration matters, education, finances, and cultural adjustment. The ISAs also serve as official liaisons between students and their consular offices or sponsoring agencies.
M – Attendance, Repeated Absences, Field Trips, and Official Student Travel

M-1. Attendance. Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance and in-class participation. Students are responsible for class attendance; in all cases of absence, students are accountable for initiating contact with the instructor to discuss the missed work. In the case of officially approved absence and on the request of the student, the instructor is obligated to provide an opportunity for the student to make up for missed work. In general, an absence is considered "official" when the student is The university expects instructors to be reasonable in providing an opportunity for students to make up work when accommodating students whose absence from class resulted from: (a) participation in official university activities and programs, (b) personal illness, (c) family illness and care and/or (d) other compelling circumstances, participating in an approved field trip or other official UI activity (e.g., athletics, debate, music, or theatre arts); (b) confined under doctor’s orders; (c) called to active military duty during emergency situations; or (d) granted a leave of absence from UI for reasonable cause by the instructor.

M-2. Repeated Absences. In courses where a substantial amount of the content can be mastered only or primarily through class participation, regular and punctual attendance is essential and may, therefore, be reflected in grading. Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance. Instructors may report to the Registrar students who are repeatedly absent from classes (a form is available from departmental and college officials). Absences may be considered excessive when their number equals or exceeds the number of credits in a particular course.

M-3. Accommodation of Religious Observances in the Administration of Examinations. When tests or examinations fall on days objectionable to a student because of religious beliefs, the student should contact the instructor as soon as possible. The instructor may require the student to submit a concise, written statement of the reasons for the request. If the request appears to be made in good faith, the instructor should make alternative arrangements for the administration of the examination or test. If the instructor believes the request not to be in good faith, or if the instructor and the student are unable to agree on arrangements, the student or the instructor should seek the assistance of the departmental administrator, dean, or provost, in that order.

M-4. Missed Class Work. Students participating in field trips, as defined above, or other official UI activities are responsible for conferring in advance with the instructors of any classes that will be missed in order to be eligible for making up missed class work. (See M-1.)

M-5. Approval of Course-Related Field Trips. Administrative approval for course-related field trips will be obtained by the person in charge of the trip as follows:

1. Each field trip as identified in the catalog course description requires prior approval by the department in accordance with divisional procedures (application for approval should be made at least one week before the expected departure).
2. Each field trip NOT identified in the catalog course description requires prior approval by the departmental administrator, and the dean of the college (application for approval should be made at least two weeks before the expected departure).

M-6. Approval of Other Official Student Travel. Administrative approval for official student travel that is NOT course related is obtained from the vice president for student affairs (application for approval should be made at least two weeks before the expected departure).

M-7. Costs. When a college can cover all or part of the cost of a course-related field trip from allocated funds, the college should do so. If the college cannot cover the cost, or a portion thereof, the cost (or remaining portion) must be borne in proportionate share by the students in the course. Students missing required field trips identified in the catalog course description must pay their proportionate shares.

M-8. Field-Trip Completion Deadline. All field trips and other UI-approved student travel must be completed before 7:30 a.m. on the fifth day of classes before the start of final examinations. Part3 Pg. 4 of 6

M-9. Unofficial Student Travel. UI-student accident insurance does not cover injuries sustained in the course of travel unless the travel has been officially authorized by the appropriate UI agent.

M-10. Vehicle Information. Information concerning privately owned vehicles (registration, insurance, driver's license, etc.) to be used for field trips or other official student travel must be filed in the Risk Management Office (Rm. 209, Admin. Bldg.). Administrators of departments and divisions are responsible for ensuring that the required information is filed before the initial use of each privately owned vehicle in a given academic year.

M-43. Accommodation of Religious Observances in the Administration of Examinations. When tests or examinations fall on days objectionable to a student because of religious beliefs, the student should contact the instructor as soon as possible. The instructor may require the student to submit a concise, written statement of the reasons for the request. If the request appears to be made in good faith, the instructor should make alternative arrangements for the administration of the examination or test. If the instructor believes the request not to be in good faith, or if the instructor and the student are unable to agree on arrangements, the student or the instructor should seek the assistance of the departmental administrator, dean, or provost, in that order.

M-44. Proposed Change Regulation M [Effective: Summer 2010]

UCC-10-005
**M-54. Drop for Non-attendance.** Students are responsible for notifying their instructors through the Registrar when extenuating circumstances not covered as an officially approved absence as defined in M-1 prevent their attendance during the first week of the semester. Instructors may notify the Registrar to drop students who have not attended class or laboratory meetings nor notified the instructor through the Registrar by the end of the sixth business day following the start of the class. Valid reasons for missing classes do not relieve the student of making up the work missed.

Rationale for proposed changes:
M-1 and M-2: The integration of the current M1, Attendance and M2, Repeated Absences into one section combines the expectations about attendance in one section of the regulation and reduces perceived confusion and possible inconsistencies. The addition of the fifth reason for official absence comes as a resolution from GPSA for consideration and recognizes the responsibilities of students with families who must stay home to care for family members who are ill and cannot be cared for in another setting.

M-3-f: The university does not authorize or carry insurance for unofficial student travel.

M-5: A minor change in wording is recommended to increase understanding of the regulation and process for dropping students who do not attend the first week of the semester.
M-1. Attendance. Instructors will make clear at the beginning of each course the extent to which grades depend on attendance and in-class participation. Students are responsible for attending class. Students are accountable for communicating with the instructor and making up missed work in the event of any absence. Instructors should provide reasonable opportunity for students to make up work when the student’s absence results from: (a) participation in official university activities and programs, (b) personal illness, (c) family illness and care or (d) other compelling circumstances.