University of Idaho
2011-2012 FACULTY SENATE AGENDA

Meeting #4

3:30 p.m. - Tuesday, September 20, 2011
BRINK HALL FACULTY LOUNGE – Moscow
IWC Room 390 – Boise
145c – Coeur d’Alene
TAB 321 IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2011-12 Faculty Senate Meeting #3, September 6, 2011

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Benefits Advisory Group (McGuire)
   • Vice-President Finance & Administration (Ron Smith)

VI. Committee Reports.

   UCC:
   FS-12-002: NOI – Law: Business Law & Entrepreneurship Emphasis (Satz)
   FS-12-003: NOI – CLASS: History – Discontinue Minor in Classics (Spence)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Paul Joyce, Chair 2011-2012, Faculty Senate

Attachments: Minutes of 2011-2012 FS Meeting #3, September 6, 2011
FS-12-002
FS-12-003
University of Idaho  
Faculty Senate Meeting Minutes  
2011-2012 Meeting #3, Tuesday, September 6, 2011

Present: Aiken, Baillargeon, Baker (w/o vote), Barlow, Bathurst, Bowlick, Budwig (Boise), Corry, Dakins (Idaho Falls), Eckwright (w/o vote), Friddle, Garrison, Goddard, Halloran, Hartzell, Hasko, Hopper, Joyce (Chair), Marshall, Morra, Ostrom, Padgham-Albrecht, Pendegraft, Riesenberg, Stark  
Absent: Bird, Strawn  
Guests: 5

A quorum being present, Senate Chair Joyce called the meeting to order promptly at 3:30PM.

The Chair briefly pointed out that at the previous meeting the distance senators were unable to hear much of the discussion. To encourage the soft-spoken among us to use their classroom voices, we have created a “Speak up, please” sign which will be waved by the Faculty Secretary, as needed.

Minutes: It was moved and seconded (Padgham-Albrecht, Garrison) to approve the minutes of meeting #2 with a minor editorial change relating to the time of the memorial service for UI student Katy Benoit.

Chair’s Report: The Chair reported on the following items:

• There will be no Faculty Senate meeting next Tuesday, September 13, due to the University Faculty Meeting (UFM) scheduled for Wednesday, September 14, at 4-5PM (PST), in the SUB Ballroom. The UFM typically begins at 3:30PM, but on this occasion President Nellis will be giving his university address from 3:30-4PM. This is the address he had planned to give as part of the convocation that was cancelled earlier this semester. While this is a faculty meeting it is also an open meeting, and as such students and staff are welcome and encouraged to attend, and may leave, if they choose to do so, after the president’s address. At the faculty meeting President Nellis will introduce new faculty members and he will also introduce the first recipients of the University Distinguished Professor title. The only formal business scheduled for the faculty meeting is approval of the minutes from the May 5, 2011 UFM. The Senate Chair will be out of town during the UFM, but vice-Chair Bird will substitute for Chair Joyce.

• The Chair, reminding senators of their role on Senate, asked senators to:
  o Disseminate information from senate meetings to their colleagues in their units and colleges, possibly via weekly email communications. It is important to keep your constituents informed of everything discussed at Senate.
  o Read the minutes from the meetings.

• Announced that the minutes from the August 15 Senate Retreat are now posted on the Faculty Senate website. The retreat minutes will provide discussion points for Senate Leadership in their meeting with President Nellis, scheduled for Wednesday, September 7. The Senate’s role in the independent policy review process will also be discussed.

Provost’s Report: Provost Baker reported on the following items:

• He clarified the role of the independent policy review panel. The panel will be reviewing the university’s policies, procedures and practices relating to safety issues to look for any improvements that could be made.

• The memorial service for Katy Benoit will be held in the University Auditorium on Wednesday, September 7, at 7:30PM, with music provided by faculty from the Lionel Hampton School of Music.
• Idaho provosts (CAAP) will be meeting this week to discuss the concept of multi-year contracts that may be necessary to attract highly trained professionals in a specific field. At this time it is difficult to hire 9-month contract faculty to come to the university with only a one-year-commitment. Multi-year contracts with a potential three-year-term would make faculty (highly trained professionals in a specific field) more willing to relocate for a position at the University of Idaho.

• The SBOE meets on Friday this week and will review university mission statements. Provost Baker thanked all who had provided feedback and noted the mission statement needs to be approved by SBOE before the university can submit it as part of the NWCCU accreditation process.

• Nominations will soon close for appointment to the search advisory committee for the College of Business and Economics dean position.

Wheatland Express: The Chair introduced Carl Root, Director of Parking and Transportation Services (PTS). Root began by discussing the demise of the Wheatland Express bus, which has left some students “in the lurch” for getting to cross-listed classes taught on the WSU campus. Most of the UI students needing transportation to WSU are International Studies students taking Chinese and Russian. Root had hoped the new Zimride matching software program would allow students to match up and carpool, but a handful of students have been unable to find rides. The College of Natural Resources is helping out by making motor-pool vehicles available and they are currently trying to qualify some students as drivers.

The Chair said it was his understanding that the Wheatland Express shuttle bus ended because WSU pulled the funding on its end. Root replied affirmatively and explained that UI and WSU had been reviewing the service, ridership, funding sources and funding levels for more than a year prior to discontinuing the service. During the review period, the WSU task force and administrators determined that permit revenue at WSU would not be used to fund the Wheatland Express. This decision set UI into planning for an alternative. The Wheatland Express has been expensive to fund and UI believed we could structure a similar program for less. UI began working on an alternative plan involving the use of WSU’s motor pool, but WSU chose not to fund that or any other plan. While these were important factors in discontinuing the service, Root noted that ridership has been dropping over the past 6 years and that most recently there were only 55 students riding per day, with a total of 165 unique riders. Approximately 1/3 of the riders were WSU employees living in Moscow, 1/3 were WSU students and 1/3 were UI students. ASUI was providing $50,000 annually and UI’s central administration provided another $20,000 annually to fund the bus – a very costly service for only 55 UI student riders.

Senators asked the following questions:

Is PTS committed to only those students who are currently in the middle of a program and taking courses at WSU? Should we act now to not have students take those language classes in the future or are we committed for the “long haul” to providing transportation for students taking courses at WSU? If we provide a transportation service for UI students taking courses at WSU, would we prohibit WSU students from riding or would we charge them?

Root answered he was not qualified to address the question of how to advise future students regarding taking courses at WSU. While PTS is looking at a short term solution for now, a short-term solution could lead to a long-term solution if we can identify funding sources. Charging riders the full rate would cost $6-7 per round trip, a high cost which likely would lead potential riders to find alternative transportation. These costs would continue to go up as PTS anticipated contract renewals with Wheatland Express to increase 5-8% per year.
**Transportation Plan:** Root directed the senators’ attention to the “University of Idaho Transportation Management Plan – Draft” that had been emailed to them the previous week. The plan has been reviewed by the Transportation Advisory Group and that now PTS is looking for feedback from Faculty Senate, followed by Staff Affairs Committee, ASUI and then public forums. The highlights of the plan include:

- Fee structures for projects are tied to the plan.
- The plan suggests options only; PTS is not married to these.
- There are a variety of fee structures.
- Capital projects are primarily focused on pedestrian and bicycle safety.
- The plan includes a dedicated transportation fee, commonly used on university campuses for these kinds of projects.
- PTS hesitates to ask for fees, but these fees could go away in a specified number of years after projects have been funded. These are not necessarily intended to be permanent fees.

Senators expressed the following concerns:

- Take-home pay is already low. Additional mandatory fees are burdensome.
- The proposed fees hurt students; and in difficult economic times these fees could cause the university to lose good employees.
- Alternative forms of transportation are important, and we need to be able to pay for projects relating to them – but we need to determine our philosophy and goals:
  - Do we want to pay for infrastructure improvement? Or do we want to decrease the number of people driving to campus and increase the number of people walking and biking? If we want to increase the number of people using alternative forms of transportation, then we need to provide incentives to those who walk or bicycle and we need to create disincentives for driving. We don’t want to impose a fee on those who walk and bicycle to campus.
- Faculty members in one college had reactions to this plan ranging from objection to outrage. including:
  - Opposition to using mandatory fees to pay for the proposed Kibbie Dome parking lot improvement project.
  - Disapproval regarding establishing specific fees tied to specific services led some faculty to wonder when they might be charged for custodial or other services.
  - Disappointment regarding the lack of a plan for addressing bicycle-pedestrian safety.
- There are different charges and schemes to the draft transportation plan, but are they there to put us into a particular transportation mode or are these fees designed to pay for basic infrastructure and infrastructure enhancement? Root said it depends upon what we think of as “basic” and his greatest concern is for the safety of pedestrians on campus particularly at the pedestrian crossing on 6th Street. But PTS is not trying to motivate people into different modes or behaviors at this time.

A senator found it encouraging that of the top five projects listed in the plan, three were related to pedestrian safety issues and one related to storage. The senator, having chaired the University Safety & Loss Committee was very aware of several incidents and was willing to pay a fee if it would increase safety on campus.

Root responded and added the following to the discussion:

- Examine the list of projects; if they are important, than we need to figure out how to get them done.
- There are a variety of ways to structure the fees.
• We are not a campus with typical urban problems – we don’t have traffic congestion or air quality issues.
• We want to improve pedestrian amenities and make pedestrian circulation and access easier and safer without causing unintentional consequences.
• In 20 years vehicle ownership costs will increase; students and employees will be looking for alternatives to driving.
• If we are increasing enrollment to what the president proposes then we have to develop a plan around that – if we increase the student population by 1,000 and 40% bring a car, then the dynamics change and the plan needs to change.

Root was commended for his “sheer morale courage” in talking to Faculty Senate and he was rewarded with a warm round of applause.

**FS-12-001: FSH 3460 – Overtime Work, Compensatory Time and Holidays:** The Chair introduced Charles “Hoey” Graham, Associate General Counsel, and Cami McClure, Administrative/Business Affairs Officer to address changes to FSH 3460-Overtime Work, Compensatory Time and Holidays.

McClure described the events leading to the proposed changes in FSH 3460. A group of employees had questioned HR’s policy relating to sick and/or annual leave reporting. On a number of occasions these employees had called in sick or used vacation leave during the regular work week, then were called back to work on a Saturday. Current UI practice has been to pay for only 40 hours, and does not allow the use of leave (sick/vacation/medical/etc.) when the use of the leave will cause the classified employee to exceed 40 regular hours of pay for the week. The recommended changes to FSH 3460 are consistent with the Fair Labor Standards Act (FLSA) regulations and will allow employees:

• to be compensated for more than 40 regular hours per week without incurring overtime.
• to take sick leave or annual leave, and if they are called into work e.g. on a Saturday, HR won’t exchange worked time for leave taken.

This application complies with the FLSA as long as no more than 40 hours are worked during the regular work week.

It was moved and seconded (Pendegraft, Stark) to approve the changes to FSH 3460. Approved, unanimously.

Noting that those present will have nothing to do next Tuesday, September 13 at 3:30PM, Senator Hasko invited all to attend the College of Law’s Bellwood lecture at the University Administration Auditorium. William T. (Bill) Robinson, III, President of the American Bar Association, will speak on “The American Judiciary: Underfunded, Misunderstood, and More Important Than Ever.”

**Adjournment:** It was moved and seconded (Baillargeon, Pendegraft) to adjourn at 4:26PM. The motion was approved unanimously.

Respectfully submitted,

Gail Z. Eckwright, Faculty Secretary and Secretary to the Faculty Senate

Quote of the meeting: “Do not speak softly; Gail’s carrying a big stick.”
Idaho State Board of Education
Academic/Professional-Technical Education
Notice of Intent

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

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

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

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: Fall 2012

For New Programs:
Business Law and Entrepreneurship Emphasis
Program (i.e., degree) Title

22.0101
CIP 2010 Code
(consult Institutional Researcher/Registrar)

For Existing Programs:
Program (i.e., degree) Title

CIP 2010 Code

Approved for internal approval processing 8/24/11

College Dean (Institution) Date
VP Research and/or Graduate Dean (as applicable) Date

Chief Fiscal Officer (Institution) Date
State Administrator, SDPTE (as applicable) Date

Chief Academic Officer (Institution) Date
Chief Academic Officer, OSBE Date

President Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.

The University of Idaho proposes the creation of a Business Law and Entrepreneurship Emphasis (“BLE Emphasis”) to provide formal recognition to University of Idaho College of Law students who wish to focus a significant portion of their legal studies on business law and entrepreneurship. The BLE Emphasis will provide a structured set of courses, faculty mentorship, and practical skills opportunities for students who wish to develop substantive knowledge and practical experience in this area. The BLE Emphasis is cost-neutral. It will not create a new degree program, will not increase the credit requirement for a J.D. from the College of Law, and will not require the development of new curriculum.

All law students must complete 90 credits to earn a J.D. degree. Students pursuing the BLE Emphasis must allocate at least 25 of those credits to coursework within the business law and entrepreneurship area. The BLE Emphasis has five requirements:

I. Mandatory meetings with a faculty advisor. (0 credits)
II. Completion of the following core courses in the area of business law and entrepreneurship: Business Associations, Property Security, and Taxation. (10 credits)
III. Completion of 12 credits of coursework in one of the following three tracks within the area of business law and entrepreneurship: Commercial Law Track, Enterprise Organization Track, and Intellectual Property and Technology Law Track. (12 credits)
IV. Completion of coursework developing skills complementary to the practice of business law. (2-3 credits)
V. Completion of an in-depth research paper that is relevant to the track chosen by the student above in Part III. (at least 1 credit)

A copy of the BLE Emphasis’s specific requirements is attached to this Notice of Intent as Exhibit A.

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

The BLE Emphasis will prepare University of Idaho College of Law graduates to fulfill the needs of Idaho’s entrepreneurs and innovators and will enable them to be more competitive in finding business law jobs.

Idaho is a leader in entrepreneurship and innovation. According to the Kauffman Index of Entrepreneurial Activity, Idaho had the 13th highest rate of entrepreneurial activity in the nation in 2010 (with 390 entrepreneurs per 100,000 people) and the 4th highest rate in 2009 (with 450 entrepreneurs per 100,000 people). In addition, according to a 2009 article in Forbes, Idaho is the second “most creative” state, calculated based on the number of patents per capita. Similarly, according to the Daily Beast’s 2010 list of the “20 Most Innovative States,” Idaho ranks third in the nation in innovation, behind only California and Massachusetts.

Idaho’s entrepreneurs and innovators need lawyers to organize enterprises, negotiate transactions, and protect intellectual property. As a consequence, business law and entrepreneurship is a vibrant practice area in Idaho. For example, according to the Idaho State Bar, the Business and Corporate
Law Section has about 270 members, the Commercial Law and Bankruptcy Section has about 215 members, and the Intellectual Property Law Section has about 90 members. More broadly, the Department of Labor has identified “lawyers” as a High Demand Occupation in the 2008-2018 Long-Term Occupation Projections.

The addition of the BLE Emphasis will enable University of Idaho College of Law graduates to be more competitive in finding business law jobs. For the Class of 2009, 44.6% of law graduates were employed by private law firms (which often include a business law practice) and 10.8% were employed by businesses. The BLE Emphasis will enable additional students to pursue these career paths and will better prepare those who choose these paths.

In light of the vibrancy of business law and entrepreneurship in Idaho, the rigorous nature of the BLE Emphasis, and the availability of other Emphases and curricular opportunities within the College of Law, the College of Law anticipates that approximately 20 students per class will pursue the BLE Emphasis, for a total of 40 students at a time. (Only second-year and third-year students will be eligible to pursue the BLE Emphasis.)

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

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

The quality of the program is assured in the first instance by the quality and accreditation of the existing J.D. program. There are no separate accreditation requirements for Emphases. In addition, the College of Law performed a survey of business law programs at other law schools in the region to ensure that the BLE Emphasis is of comparable rigor. Finally, the College of Law periodically assesses and evaluates its Emphases pursuant to the self-study process mandated by the American Bar Association’s accreditation standards.

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.

No similar program is offered within the state of Idaho. The following charts are therefore left blank:

<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>
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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

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<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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Looking outside the state of Idaho, the following law schools in the region offer business law emphases or similar programs: Lewis & Clark, Seattle University, University of Oregon, University of Washington, and Willamette University. The law schools at Gonzaga University, University of Montana, Brigham Young University, and University of Utah do not offer business law emphases or similar programs.

5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution.

The BLE Emphasis furthers the University of Idaho’s exclusive, statewide mission for legal education in the state of Idaho. The BLE Emphasis will strengthen the J.D. degree at the University of Idaho by better serving those students who wish to focus their studies on business law and entrepreneurship and attracting talented incoming students who wish to concentrate their studies in this area. In addition, the BLE Emphasis will further the statewide mission by supporting the Third-Year Law Program in Boise, which focuses on business law and entrepreneurship.

The BLE Emphasis is also consistent with the University of Idaho Mission Statement, approved by the State Board of Education. The Mission Statement identifies law as an area of “primary emphasis” and business as an area of “continuing emphasis.” The BLE Emphasis, with its training of lawyers in the area of business law, furthers both of these areas of emphasis. Additionally, the Mission Statement identifies students, business and industry, and the professions as constituencies served by the University of Idaho. The BLE Emphasis will serve all of these constituencies. The students earning the BLE Emphasis will be better prepared to serve their business clients. Business and industry will benefit from the counsel of lawyers whose practice is based on a strong business law and entrepreneurship curriculum, and the legal profession will benefit from the addition of lawyers with a greater degree of preparation in the area of business law and entrepreneurship.

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

The BLE Emphasis is consistent with the role of the University of Idaho, as identified in the University of Idaho’s Strategic Plan 2011-2015, to “develop leaders who will guide Idaho to global economic success.” The BLE Emphasis, which will afford students the opportunity to focus their legal studies on business law and entrepreneurship, will prepare College of Law graduates to counsel Idaho’s businesses and entrepreneurs as they pursue economic success.

In addition, the BLE Emphasis furthers three of the Goals stated in the Strategic Plan. The BLE Emphasis furthers the Teaching and Learning Goal by providing a structured set of courses, faculty
mentorship, and practical skills opportunities for students who wish to develop substantive knowledge and practical experience in this area. In addition, the BLE Emphasis furthers Objective B, within the Teaching and Learning Goal, of developing integrative learning activities that span students’ entire university experience by requiring an in-depth research paper that relates to the student’s chosen course of study and by requiring students to meet with faculty advisors throughout their university experience.

The BLE Emphasis furthers the Outreach and Engagement Goal by requiring students to complete coursework developing skills complementary to the practice of business law. Many students will fulfill this requirement by participating in the Small Business Legal Clinic, the Economic Development Clinic, or the Tax Clinic or by working in an externship. All of these opportunities involve interaction with Idaho’s business and legal communities.

Finally, the BLE Emphasis furthers the Community and Culture Goal by creating a community of students and faculty in the area of business law and entrepreneurship, within the broader community of the law school. This community will allow for increased mentorship, sharing of scholarly ideas, and retention of students and faculty.

The BLE Emphasis is also consistent with the College of Law’s current strategic plan and its Strategic Direction of the Boise Law Program. The college strategic plan of 2005 (currently being revised) identified business and entrepreneurship as an area of focus for the college curriculum. Consistent with that vision, the focus of the Boise Law Program is also business and entrepreneurship. The BLE emphasis provides further structure for the College efforts to develop a robust business and entrepreneurship curriculum.

7. Is the proposed program in your institution’s regional 8-year plan? Indicate below.

   Yes ___  No ___X___

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

This is not a new program. This is an Emphasis, which will strengthen the existing J.D. program at the University of Idaho by affording students interested in business law and entrepreneurship an opportunity to focus their studies in this area.

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

The BLE Emphasis is cost-neutral. The University of Idaho College of Law is the only law school in the state, and thus it is not possible for law coursework to be delivered electronically by another state institution.

The BLE Emphasis will strengthen several clinics in the area of business law and entrepreneurship: the Small Business Legal Clinic, the Economic Development Clinic, and the Tax Clinic. The Small Business Legal Clinic currently collaborates with the Small Business Development Center at Boise State University, and all of the clinics plan to explore additional opportunities for joint efforts with BSU.

In addition, the BLE Emphasis will strengthen the collaborative relationship between the College of Law and the Boise State University College of Business and Economics.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).
Prospective law students will learn about the BLE Emphasis from the College of Law’s Director of Admissions and from materials on the College of Law’s website. Once enrolled, law students will learn about the BLE Emphasis during orientation, from discussions with faculty mentors and fellow students, from materials on the website, and from information sessions.
10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

The BLE Emphasis will not have a fiscal impact. Therefore, the following chart is left blank:

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<th>FY__14____</th>
<th>FY__15____</th>
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B. Source of Funds

1. Appropriated
   - Reallocation
2. Appropriated
   - New
3. Federal
4. Other
   (Specify)

| Total Expenditures     | $0         | $0         | $0         | $0         | $0         | $0         | $0         | $0             |
Exhibit A

Business Law and Entrepreneurship Emphasis

The Business Law and Entrepreneurship Emphasis has five requirements:

I. Mandatory Meetings with Faculty Advisor
II. Mandatory Courses (10 credits)
III. Additional Courses by Track (12 credits)
IV. Skills Requirement (2-3 credits)
V. Writing Requirement (at least 1 non-classroom credit)

Each requirement is discussed below.

I. Mandatory Meetings with Faculty Advisor
Each student pursuing the Business Law and Entrepreneurship Emphasis will be assigned a Faculty Advisor from among the faculty teaching in this area.

Each student must meet with his or her assigned Faculty Advisor at least once per semester. It is the student’s sole responsibility to contact his or her Faculty Advisor to schedule each meeting at a mutually convenient time. The student must obtain the Faculty Advisor’s signature confirming each meeting on the student’s emphasis worksheet.

A student’s Faculty Advisor will not necessarily supervise the student’s writing requirement.

II. Mandatory Courses (10 credits)
Each student must take the following mandatory courses:
- Business Associations (4 credits)
- Property Security (3 credits)
- Taxation (3 credits)

III. Additional Courses by Track (12 credits)
Each student must choose one (and only one) of the following three tracks on which to focus his or her additional coursework: Commercial Law Track, Enterprise Organization Track, and Intellectual Property and Technology Law Track. The student must complete the requirements in the selected track.1

Commercial Law Track (12 credits)
The Commercial Law Track is designed for students to focus their studies on the various laws that govern commercial transactions. In order to complete the requirements in this track, a student must take the following courses:
- Negotiable Instruments, Bank Collections and Deposits, and Other Payment Systems (3 credits)
- Sales (3 credits)

1 As the curricular offerings in the Business Law and Entrepreneurship area are expanded, the faculty may approve the addition of new courses within these tracks.
In addition, the student must earn six credits from the following courses:

- Administrative Law (3 credits)
- Advanced Real Estate Transactions (3 credits)
- Bankruptcy (3 credits)
- Business Entities Taxation (4 credits)
- Consumer Law (3 credits)
- Principles of Suretyship (1 credit)

**Enterprise Organization Track (12 credits)**
The Enterprise Organization Track is designed for students to focus their studies on the legal issues surrounding the formation, operation, and governance of businesses. In order to complete the requirements in this track, a student must earn 12 credits from the following courses:

- Accounting for Law Students (1 credit)
- Administrative Law (3 credits)
- Advanced Real Estate Transactions (3 credits)
- Advanced Torts (2-3 credits)
- Antitrust and Trade Regulations (3 credits)
- Business Entities Taxation (4 credits)
- Environmental Law for Business (3 credits)
- Intellectual Property: Unfair Competition (2 credits)
- International Trade and Investment (3 credits)
- Introduction to Intellectual Property (3 credits)
- Introduction to the Law of the Workplace (4 credits)
- Sales (3 credits)
- Securities Regulations (3 credits)

**Intellectual Property and Technology Law Track (12 credits)**
The Intellectual Property and Technology Law Track is designed for students to focus their studies on the legal issues surrounding the protection and exchange of intellectual property rights. In order to complete the requirements in this track, a student must take the following course:

- Introduction to Intellectual Property (3 credits)

In addition, the student must take two of the following three courses:

- Copyrights (2 credits)
- Intellectual Property: Unfair Competition (2 credits)
- Patents (2 credits)

Finally, the student must earn five additional credits from the following courses:

- Administrative Law (3 credits)
- Antitrust and Trade Regulations (3 credits)
- Copyrights (2 credits)
- Cyberlaw (3 credits)
- Intellectual Property: Unfair Competition (2 credits)
Media Law (2 credits)
Patents (2 credits)

IV. Skills Requirement (2-3 credits)
Each student must complete one of the following:
- Architecture and the Law (2 credits)
- Civil Mediation (2 credits)
- Economic Development Clinic (3 credits)
- Externship in a relevant placement (3 credits [classroom or non-classroom])
- Low Income Taxpayer Clinic (3 credits)
- Negotiation and Appropriate Dispute Resolution (3 credits)
- Small Business Legal Clinic (3 credits)

V. Writing Requirement (at least 1 non-classroom credit)
Each student must complete an in-depth research paper that (1) is relevant to the track chosen by the student in Part III; (2) satisfies the Upper Division Writing Requirement; and (3) earns at least one non-classroom credit (earned either through membership in the Idaho Law Review or the crit or through a Law 983 Directed Study with a faculty member).

2 Only three credits of clinical work are required to satisfy the Skills Requirement. Note, however, that enrollment preference is given to students who are willing to commit to work in the clinic for a full year.
3 Both the applicable Externship Coordinator and the student’s Faculty Advisor must approve the externship placement as relevant to the Business Law and Entrepreneurship Emphasis. Externship students must apply for specific placements and thus are not guaranteed a relevant placement.
4 Only three externship credits are required to satisfy the Skills Requirement. Note that, for summer externships, most placement locations are available only to students willing to commit to a minimum eight-week, full-time externship.
5 As explained in Part III, the three tracks are as follows: Commercial Law Track, Enterprise Organization Track, and Intellectual Property and Technology Law Track. The student’s Faculty Advisor must agree that the paper is relevant to the selected track.
6 Like all students, the student is required to identify a faculty member who is willing to work with the student to produce a paper that satisfies the Upper Division Writing Requirement. The Faculty Advisor will not necessarily serve in this role.
7 A student may use a research paper initially written for a class to satisfy this requirement. Upon completion of the class, however, the student must enroll in a directed study with a faculty member to continue working on the paper until it satisfies the Upper Division Writing Requirement.
Idaho State Board of Education
Academic/Professional-Technical Education
Notice of Intent

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Letters, Arts and Social Sciences
Name of Department(s) or Area(s): History/Minor in Classics

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

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:
Discontinue Minor in Classics (Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: Summer 2012

For New Programs:

Program (i.e., degree) Title
CIP 2010 Code (consult Institutional Researcher/Registrar)

For Existing Programs:

Classical Studies
Program (i.e., degree) Title
16.1200 CIP 2010 Code

Discontinuance/consolidation

Approved for internal processing approval processing 8/24/11

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

1. Briefly describe the nature of the request.

It is incumbent upon a college to review the courses offered to ensure they are expending funds where they best meet the needs and interests of their students. The College of Letters, Arts and Social Sciences currently offers a minor in Classics. Currently there are three students pursuing a minor in classics. Over the past four years four students have graduated with a minor in classics. We have one non-tenured faculty member who teaches the courses required for a minor in classics.

With our increased enrollment, the need for classes that apply to the general education of all students is growing, as are many of the other programs in our College. We wish to discontinue the minor in classics and move those resources to teach courses that appeal to a greater number of students.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

   a) A projection of full-time and part-time enrollment over a three year period of time
   b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.
   c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

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

We are not proposing a new or modified program. We are proposing to eliminate a minor in which there is very little interest and instead put our resources where they will benefit a greater number of students. The ability to offer more sections or classes that enable more students to complete their major or to meet their general education requirements better enables students to complete their degrees in a timely fashion.

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

The elimination of the minor in classics will have no affect on our ability to ensure the quality of the programs we offer.
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.*

<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>
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</thead>
<tbody>
<tr>
<td>BSU</td>
<td>Minor</td>
<td>Latin Language and Literatures</td>
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</tr>
<tr>
<td>CSI</td>
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<td></td>
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<td>CWI</td>
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<td>NIC</td>
<td>none</td>
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</tr>
<tr>
<td>UI</td>
<td></td>
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<td></td>
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</tbody>
</table>
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>
<td></td>
<td>Current 2011-12</td>
<td>Previous 2010-11</td>
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</tr>
<tr>
<td>UI</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**The University of Idaho does not track certificates awarded as part of our regular business practices. The number provided is a count by the department/college.**

**BSU provided the number of minors awarded but not the enrollment data. Given the small number of awards, the UI did not follow-up with a 2nd request for the enrollment data.**

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

   By moving resources within the College to better meet the needs of a greater number of students, this proposal is consistent with the State Board of Education's primary goal of providing an effective educational system that meets the needs of all Idahoans.

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

   The University of Idaho is committed to providing a student-centered learning environment. This proposal addresses Goal 1, Objective 1, and our strategy of streamlining policies and practices to enable creative program revision and course scheduling; and to build curricula to support timely degree completion.

7. Is the proposed program in your institution’s regional 8-year plan? Indicate below.

   Yes ___ No X ___

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

   The minor in classics does not appear in the 8-year plan because it is a minor. No new program is being proposed.
8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

The University of Idaho, as well as other Idaho institutions, will continue to offer courses in the classics, but the University of Idaho will no longer offer a minor in classics.

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

Since we are eliminating a minor, we will not need to recruit students.
10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.)

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY__12___</th>
<th>FY__13___</th>
<th>FY__14___</th>
<th>Cumulative Total</th>
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</thead>
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<td>Recurring</td>
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<tr>
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<tr>
<td>1. Personnel</td>
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<td>($46,009.60)</td>
<td>($46,009.60)</td>
<td>($138,028.80)</td>
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<tr>
<td>2. Operating</td>
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<td>3. Equipment</td>
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<td>4. Facilities</td>
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<tr>
<td>Total Expenditures</td>
<td>($46,009.60)</td>
<td>($46,009.60)</td>
<td>$49,006.60</td>
<td>($138,028.80)</td>
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B. Source of Funds

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<th>Appropriated</th>
<th>Appropriated</th>
<th>Federal</th>
<th>Other</th>
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<td></td>
<td>- Reallocation</td>
<td>- New</td>
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<td>(Specify)</td>
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<tr>
<td>Total Expenditures</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comment [CT2]: UCC asked if this was an entry mistype and in fact should be $49,006.60?

By discontinuing the minor in classics, we will save the non-tenured faculty (1) annual salary and benefits. Those funds can then be used to hire a faculty member to teach classes with a much higher student demand. The salary is represented above.