University of Idaho
2012-2013 FACULTY SENATE AGENDA

Meeting #10

3:30 p.m. - Tuesday, October 30, 2012
Brink Hall Faculty Lounge
IWC Room 390 – Boise
213 – Coeur d’Alene
TAB 321B IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2012-13 Faculty Senate Meeting #9, October 23, 2012 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • FS-13-011: FSH 1565 H-2 b - Research Assistant (introduce)
   • FS-13-012: FSH 5650 - Disclosure of conflicts of interest (introduce)

VI. Committee Reports.

   Faculty Affairs (Perret)
   University Curriculum Committee (all below come as seconded motions for vote)
   • FS-13-014 (UCC-13-026): CNR – Rename Resource Recreation and Tourism (Krumpe/Gorman)
   • FS-13-018 (UCC-13-030): CNR – Forest Products to Renewable Resources (Gorman)
   • FS-13-015 (UCC-13-027): CALS – Ag Science, Comm, and Leadership major in SW Region of Idaho (Foltz)
   • FS-13-019 (UCC-13-031): CALS/Science – Medical Technology to Food Science (Foltz)
   • FS-13-017 (UCC-13-029): A&A – Studio Art to Studio Art and Design

VII. Special Orders.
   • Future Academic Calendars (Tibbals, Gasser)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Chair 2012-2013, Faculty Senate

Attachments: Minutes of 2012-2013 FS Meeting #9
FS-13-011; FS-13-012; FS-13-014 through FS-13-019
Calendar Summary
Present: Baillargeon, Baker (w/o vote), Bathurst, Bird (Chair), Budwig (Boise), Cobb, Eckwright (w/o vote), Flores, Frey, Goddard, Hartzell, Hasko, Hopper, Karsky, Kitchel, Manic (Idaho Falls), Miller, Morra, Ostrom, Pendegraft, Qualls, Safaii, Smith, Strawn, Stuntzner (Coeur d’Alene), Teal, Ytreberg Absent: Aiken, Kennelly, Manic, Miller Guests: 8

A quorum being present, Senate Chair Bird called the meeting to order at 3:29PM.

Minutes: It was moved and seconded (Cobb, Karsky) to approve the minutes of meeting #8. Motion carried.

Chair’s Report. The Chair reported on the following items:
- Applications for Sabbatical Leave for the 2013-2014 academic year are due Monday, Oct. 29, 2012. Be sure to include the college dean’s approval as part of the application.
- Nominations for candidates for Honorary Degrees are due on November 15. Send your nominations to the Commencement Committee, c/o the Faculty Secretary’s Office. President Nellis has expressed a desire for greater diversity in nominations, both geographically and in discipline.
- Computer Security Awareness Symposium will be held on October 25 in the Idaho Commons.
- Larry Chin, principal architect, provided Chair Bird with a possible timetable for the remodeling of Brink Lounge. Initial plan from facilities calls for contract document period between November 28 and December 18, bidding in January, construction period from February 12-March 29, construction contingency period leading into mid-April with the punch-list completion by May 12, coinciding with the end of the semester.
- Brink Lounge advisory committee is tentatively scheduled to meet on November 8 and will address concerns raised about the initial design. There will be an opportunity for senate to review the final design which may differ from the preliminary design.
- University Curriculum Committee (UCC) met yesterday and discussed, but did not vote on, the registrar’s proposal to change the Fall 2013 start date from August 26 to August 19. UCC will vote on the measure next week and senate will discuss future academic calendars at next week’s senate meeting. Please consult with your constituents regarding the merits of changing the start date for the Fall 2013 semester.

Provost’s Report. Provost Baker reported on the following items:
- August 26 start to the Fall 2013 semester results in very little time to submit grades to the registrar. The August 26 date also puts U-Idaho out-of-synch with the WSU start date, which affects those students taking cooperative courses particularly in joint programs such as Food Science. Another consideration is the new faculty orientation that currently takes 1½ days, but we would like to extend it for more days – possibly an entire week.
- State Board of Education (SBOE) met in Lewiston last week and made several positive decisions that directly affect U-Idaho:
  - SBOE previously required assistant professors and students to sit on tenure and promotion committees, but now has changed their policy to permit but not require that these groups be included in these committees. Senate had passed a similar policy last year.
  - SBOE voted to support the 2nd year law program in Boise, but we will still need funding from the state.
  - All of the institutions presented performance-based funding models and measures. U-Idaho received accolades for linking our models and measures to institutional and SBOE goals.
• Last weekend was a students’ weekend of service, with 500 students going out into the community. U-Idaho students volunteer 150,000-160,000 hours per year and we have been recognized by the U.S. President’s Higher Education Community Service Honor Roll, with distinction.

• A small student group and some alumni joined Provost Baker in Portland, OR, for service events in memory of former U-Idaho student Karen Pohl whose family resides in the Portland-Vancouver area. Ms. Pohl had been active in student service events while at U-Idaho prior to her unexpected death from a stroke last year.

Chair Bird then introduced Ron Smith, vice president for finance and administration, and Matt Dorschel, executive director for public safety and security, who were at senate to discuss recent changes to the division of finance and administration (DFA).

Parking services:
• Their role is to provide parking and transportation to meet the needs of the Moscow campus.
• Parking services should be self-sustaining but not be burdened by a need to be profit-making.
• The move from auxiliary services to finance and administration achieves some cost savings and some efficiencies and economies of scale. For example, previously both parking and facilities were involved with snow removal and painting/striping.
• Revenue from parking will be deposited into a local account and there will be transparency regarding how those funds are used to ensure that we keep parking services “whole” and that expenses are kept in check.
• Parking services will move to the new multimodal transportation center in November with a grand opening scheduled for December.
• Parking permit rates have been adjusted slightly and only for those at the lower end, e.g., full time students were being charged less for parking than visitors and those rates will become more comparable. Otherwise, we do not anticipate making any big adjustments to parking rates at this time. Faculty, staff and students with particular concerns about changes in parking availability should contact Carl Root, manager of parking and information services croot@uidaho.edu

Continuous improvement:
• For the past 9 months the office of continuous improvement and strategic initiatives has worked with the training and development of employees to create a culture of continuous improvement within DFA.
• Over 90 point events have taken place. These are 1-2 day projects that have increased customer satisfaction, reduced risk and saved time – over 2800 hours have been saved through these point events. Examples of point events:
  o ITS eliminated some multiple approvals and streamline processes.
  o Auxiliary services worked on specific responsibilities on safety committees to be more responsive and take advantage of doing things better.
  o Facilities reduced hours on grounds maintenance and eliminated some hazard risks on the Moscow campus.
• A comprehensive group currently is working on the travel voucher process, being implemented in the pilot stage by 3 departments. Prior to the new system there were 24 errors in travel processing in March 2012; in August 2012 there was only 1 error. Also, with the new system, travel reimbursements take 3 days.
• Dean Larry Stauffer chairs the group that will begin examining hiring processes next week.
• Process improvement has not yet recovered the cost of the salary of the assistant vice president/director for strategic initiatives, but it is anticipated that those costs will be recovered and that before long the position will no longer be needed.
Public Safety and Security:
- Modified the organization to emphasize public safety in Moscow and around the state.
- Added environmental health and safety, risk management and also administration.
- Oversight of policy and security force contracts; includes sharing of communications between all of these groups.
- Primary liaison with police and fire departments.
- University employees who are located in other areas of the state are encouraged to contact this office for assistance with safety and security concerns.
- Other changes in the past year:
  - Hired a dedicated Clery compliance officer and an emergency manager.
  - New VandalAlert emergency notification system, put in place in June, much better and more intuitive system.

Mr. Smith and Mr. Dorschel responded as follows to senators’ questions and comments:
- We are asked not to give out student personal data and yet that personal data is readily available in the online campus directory, without requiring a password. Bruce Pitman, dean of students, is leading an initiative to remove student data from the publicly accessible directory – considered a “best practice” in higher education.
- The standing “Safety and Loss-Control” university-level committee differs from the public safety areas overseen by your office and perhaps it should be made very clear that there is a difference between workplace-related safety and public safety and security. There is a distinction, but they are also similar, all are part of the culture and we leverage unit safety committees as part of emergency responding and planning teams.
- It is difficult to locate emergency phone numbers on the websites, some of the links do not work and the site lacks a link to emergency procedures. Web pages were reorganized on September 1, but we will follow-up on the issue of the disconnected links.
- Does your office monitor computer use for students, faculty and/or staff who may be using computers inappropriately? We do not have an active monitoring program and we are not checking on individuals’ use other than when we have been made aware of misuse or inappropriate use.
- Where are you located? We are still working at bringing all members of the unit together in a centrally located area. Mr. Dorschel will let senate know when he has a permanent location.

Ombuds Annual Report: Chair Bird next introduced R. Ellen Schreiber, ombuds, to briefly discuss the ombuds office annual report. Ms. Schreiber noted that this is the 20th anniversary of the creation of the ombuds office and provided additional highlights:
- Ombuds office began in 1992 with a half-time faculty ombuds who worked only with faculty concerns. Caseload in the early years was 5-11 per year and as it grew a staff ombuds was added.
- Use of the ombuds office continues to grow and in 2011-2012 there were 209 cases handled by one full-time ombuds.
- Four important features of the ombuds office are confidentiality, impartiality, informality and independence.
- Use of the ombuds office is voluntary.
- Ombuds is not an office of report or notice, i.e., faculty and staff may seek assistance through the office and there will be no legacy of what was said.
- The purpose of the office is to support healthy, positive, respectful, fair and just working, learning and living community at the University of Idaho.
- Case resolution is broadly defined as visitors being able to manage the conflict in a constructive and respectful manner.
• Ombuds office offers a private waiting room area for people using the ombuds services.

• Faculty conduct/faculty civility is an area that needs additional attention and improvement. Faculty incivility consumes time inside and outside of the university, and it creates distractions resulting in incredible dissatisfaction for faculty and staff and, at times, an inability to conduct business. Incivility is never limited to 2 people, it involves entire units. We also have had a number of complaints where supervisors are not ensuring a healthy, civil and respectful workplace. This is a clear opportunity for us to make sure that all supervisors receive training, retraining and refreshment training in order to provide healthy workplace environments.

• Ombuds recommendation:
  o U-Idaho needs to develop and communicate clear expectations and establish a place within the annual performance evaluation for accountability relating to faculty civility.

Ms. Schreiber responded as follows to senators’ questions and comments:

• Several of your recommendations refer to HR or communications and marketing. Do you convey these specific recommendations to the appropriate administrator to highlight their roles in these recommendations? Yes.

• Could you explain “number of contacts” on Table 3? The category “number of ombuds contacts” is a multiplier for the overall number of cases. For example, we had 42 cases where we made one contact which equals 42 for the total number of contacts; we had 54 cases where we made 2 contacts which equals 108 for the total number of contacts, and so on.

FS-13-009: FSH 3820 – Ombuds Office. Provost Baker, FSH 3820 policy sponsor, explained that this policy is designed to realign the ombuds reporting structure to report to the president’s office rather than to the provost’s office. The proposed change removes the potential for the perception of a conflict-of-interest and it conforms to standards of practice for ombuds offices to report to the highest possible office. The proposed change also is consistent with emerging practice at other institutions. President Nellis is content with the proposed change. Chair Bird added that the other significant amendment to FSH 3820 makes the language for staffing of the office reflect current practice, i.e., a single ombuds serves both faculty and staff populations. This item comes as a seconded motion from Faculty Affairs. Motion carried.

President’s Athletic Advisory Council (PAAC). Chair Bird next invited Senator Hasko to report on the recent meetings of PAAC. Senator Hasko reported that meetings have dealt with conference changes for U-Idaho athletic teams and the football program’s new independent status. He suggested senators consult the newspapers for additional information as it becomes available. Senator Hasko provided 2 handouts detailing NCAA academic progress requirements for student athletes and U-Idaho teams’ academic performance rates (APR) for the past 5 years. The NCAA currently requires a minimum APR of 900 for each team but this rate will be increasing to 930 in a few years. The APR is calculated using GPAs, courses taken and graduation rates for the teams’ members. Two U-Idaho teams scored lower than 900 – the football team and the men’s golf team. A notable statistic is U-Idaho’s athletes’ graduation rate at 55% compared to the overall U-Idaho graduation rate of 51%. U-Idaho also exceeds another graduation statistic, the graduation success rate, which is 79% nationally and 82% at U-Idaho. Also, University of Idaho athletes have collected more Stan Bates Awards (Western Athletic Conference awards for academic excellence) than any other university in the conference. Penalties for not achieving the 900 APR are explained on one of the handouts and may include loss of practice time, loss of scholarships, and so on, with different penalties assessed at different levels.

Teaching & Advising Committee (TAC). Chair Bird invited guest Miranda Anderson, chair of TAC, to provide a report. Professor Anderson noted that TAC’s mission is to promote a culture dedicated to the enhancement of teaching and advising. To that end, TAC sponsors and/or participates in a number of events throughout the academic year, including:
• Teaching and advising excellence awards – this year’s deadline for nominations is Friday, January 25, 2013.
• Development of teaching events.
• Review of FSH 2700 student evaluation of teaching, which is a primary agenda item for 2012-2013. This process and the forms are formally reviewed every 5 years, so be sure to email Professor Anderson if you have suggestions for ideas on process, issues and opportunities, and so on: mirandaa@uidaho.edu

Senators made observations and asked questions regarding student evaluations of teaching:
• Evaluation period currently closes at midnight on the Sunday before final exams begin. Are students able to adequately evaluate an entire course before the final exam has been administered?
• Outlying scores and comments on students’ evaluations may skew overall scores. Perhaps these outlier scores could be excluded at some point in the review?
• TAC should consider how student evaluations are used in the promotion and tenure process as part of their review of issues, opportunities and the use of evaluation data.
• Could TAC do something to improve response rates on student evaluations of teaching, particularly for newer faculty members who are not getting good response rates? Professor Anderson responded that this will be a natural part of the overall review process and has already been brought up. Some suggestions include: giving prizes and awards (has been done in the past), asking a colleague to distribute the evaluations during a class period, introduce some “best practices,” and so on.
• Some CNR faculty offer 1-2% extra credit to students who complete evaluations and the response rates go up to 98%.
• Written evaluations can be very nasty. Remind students of how important the evaluations are to faculty for promotion and tenure considerations. Professor Anderson noted that there is a very enthusiastic student member of TAC.

FS-13-010 (UCC-13-018). Law/Science concurrent JD/PSM degree. Chair Bird introduced Jan Boll, program director for the professional science master’s program, who spoke briefly about the proposed concurrent JD/PSM degree. If approved, the program becomes effective in Spring 2013. The concurrent JD program is not a new concept, as environmental science and water resources both offer similar concurrent JD degrees. Examples of courses from science that apply to the law degree include: an interdisciplinary course in water resources, science skills courses from social sciences areas, and a science communications course. Many students going into the law program also have a strong background in science, some with bachelor’s degrees in science and the program satisfies their interest in both areas. By combining the degrees students in the program will need one semester less of coursework, and will usually complete the degree in 4 years including one summer. Students will have 2 advisors. At this time there are 1-2 students interested in this particular degree, but there are currently 30 students in the PSM program which is only 2 years old and growing rapidly. This item comes from UCC as a seconded motion. Motion approved.

Adjournment: It was moved and seconded (Baillargeon, Smith) to adjourn at 5:08PM. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary and Secretary to Faculty Senate
To better define what constitutes a Graduate Student Research Assistantship, and to clearly differentiate the work of an RA from a Teaching Assistantship (TA).

This policy change has been reviewed and approved by the Research Council.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None expected.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

None.

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

January 1, 2013

If not a minor amendment forward to: ____________________________________________

Track # ____________  Date Rec.: _____________  Posted: t-sheet ________

h/c ___________  web___________  Register:  ______________

(Office Use Only)
PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-I, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-I, D-I, and E-I in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12]

A. Introduction
B. Definitions
C. Responsibility Areas
D. University Faculty
E. Emeriti
F. Associated Faculty
G. Temporary Faculty
H. Non-Faculty
I. Qualification of Non-faculty Members for Teaching UI Courses

H. NON-FACULTY: Those within this category are not members of the faculty. [ed. 1-10]

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] [ed. 1-10]

H-2. GRADUATE STUDENT APPOINTEES: [See also 3080 D-2-a.]

a. Teaching Assistant. Teaching assistants conduct classroom or laboratory instruction under the supervision of a full-time member of the faculty. [ed. 1-10]

b. Research Assistant. Research assistants provide research service, grade papers, and perform other nonteaching duties are academically qualified and registered graduate students who perform professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. These positions are typically funded by sponsored projects and can only have duties within the scope of work permitted within the funding source. [ed. 1-10]

b. Research Assistant. Research assistants provide research service, grade papers, and perform other nonteaching duties are academically qualified and registered graduate students who perform professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. These positions are typically funded by sponsored projects and can only have duties within the scope of work permitted within the funding source. [ed. 1-10]

c. Graduate Assistant. Graduate assistants perform paper-grading and other nonteaching duties. [ed. 1-10]
### POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

3/09

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<th>Faculty/Staff Handbook [FSH]</th>
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<tr>
<td>Chapter &amp; Title: FSH 5650: FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH (Chapter 5) (Supplements/revises FSH 5600, Financial Disclosure Policy)</td>
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All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

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

**Originator(s):** Polly Knutson, Director, Office of Sponsored Programs  
(Please see FSH 1460 C)  
Telephone & Email: pknutson@uidaho.edu  
Policy Sponsor: John K. McIver, Vice President, Research and Economic Development  
Telephone & Email: jmciiver@uidaho.edu

Reviewed by General Counsel  
_X_ Yes ____No  Name & Date: _Casey Inge, 8/22/2012_____

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

This policy is intended to replace the emergency version of this policy necessary to comply by, August 24, 2012, with the PHS regulations on Promoting Objectivity in Research (42 C.F.R. 50 and 42 C.F.R. 94) and supersedes application of FSH 5600 to financial conflicts of interest related to PHS-funded research. This version clarifies application of this policy to research funded by private sponsors that have adopted the PHS regulations.

FSH 5600 shall continue to govern financial conflicts of interest related to research funded by the National Science Foundation (NSF). This policy is intended to supplement University policies FSH 3170, University Ethics and FSH 6240, Conflicts of Interest or Commitment

**II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

**III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

**IV. Effective Date:** This policy shall be effective on January 1 or upon expiration of the emergency version of this policy previously approved by the Faculty Senate, whichever occurs sooner.

If not a minor amendment forward to:
FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH

PREAMBLE: This emergency policy is intended to comply with substantial changes in Public Health Service regulations (42 C.F.R. 50 and 45 C.F.R. 94). Further information may be obtained from the Office of Research and Economic Development (208-885-4989).

CONTENTS:
A. Financial Conflicts of Interest in Research Policy
B. Policy and Procedure Applicable to Public Health Service Funding
C. Remedies Cumulative
D. Other Law

A. FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH POLICY.

A-1. Purpose. In order to promote objectivity in research and to foster compliance with federal regulations, the University of Idaho requires Investigators seeking research funding (including but not limited to grants, cooperative agreements, and contracts) from a component of the Public Health Service (PHS) or any other sponsor that requires compliance with PHS regulations on Promoting Objectivity in Research, to comply with the following policy on the disclosure of significant financial interests and the management and reporting of financial conflicts of interest. This policy is intended to comply with the PHS regulations on Promoting Objectivity in Research (42 C.F.R. 50 and 42 C.F.R. 94) and shall supersede application of FSH 5600 to financial conflicts of interest related to PHS-funded research and research funded by sponsors that mandates compliance with the PHS regulations. FSH 5600 shall continue to govern financial conflicts of interest related to research funded by the National Science Foundation (NSF). This policy is intended to supplement University policies FSH 3170, University Ethics and FSH 6240, Conflicts of Interest or Commitment.

A-2. Responsible University Authority: Vice President for Research and Economic Development. The vice president for research and economic development, or designee(s), shall be the university authority who: provides and monitors training of investigators required by federal regulations and/or policy; evaluates all disclosures by investigators made under this policy; determines whether a financial conflict of interest exists; develops and implements a management plan for financial conflicts of interest subject to this policy; performs retrospective review of potential instances of noncompliance with this policy; makes, as required by federal regulation, information on investigator financial conflicts of interest publicly available; and reports, as required by federal regulation, on UI determination of the existence of a financial conflict of interest, UI implementation of management plan for a financial conflict of interest, UI determination of noncompliance, and the results of any retrospective review.

At his or her discretion, the vice president for research and economic development may recommend to the president the establishment of a committee, which shall be regarded as his or her designee under this policy, to fulfill the responsibilities of the vice president established by this policy. Members of such committee shall be nominated by the vice president for research and economic development and appointed by the president.

A-3. Compliance with Financial Conflicts of Interest (FCOI) Requirements of PHS:

a. PHS FCOI Compliance. Any individual who performs, or proposes to perform, research or other activities supported by an awarding component of the Public Health Service or supported by a sponsor that mandates compliance with the PHS regulations, shall be subject to the requirements for the disclosure of significant financial interests and management of financial conflicts of interest set forth in Section B. of this policy.
purposes of this policy, any sponsor that mandates compliance with the PHS regulations may be treated by the University in the same manner as a PHS awarding component.

b. Subrecipient/Subcontractor Reliance on UI Policy. UI may permit its subrecipients/subcontractors performing PHS-funded research to rely on this policy, when the subrecipient/subcontractor does not have established policies and procedures that comply with PHS regulations (42 C.F.R. 50 and 42 C.F.R. 94). Such reliance shall only be permitted by written authorization of the vice president for research and economic development, or designee, and when the subrecipient/subcontractor meets at least one of the following criteria:

1. Subrecipient/subcontractor receives no funding as a prime awardee from PHS awarding component(s);
2. Subrecipient/subcontractor receives less than $150,000 annually in subawards/subcontracts for PHS-funded research; or
3. Subrecipient/subcontractor has fewer than three (3) PHS-funded subawards.

In the event that subrecipient/subcontractor reliance on this policy is authorized, subrecipient/subcontractor, and any subrecipient/subcontractor employees who meet the definition of Investigator (see B-1 below), shall agree, in writing, to comply with this policy; subrecipient/subcontractor shall be subject to all responsibilities and obligations established for Investigators by this policy.


1. When, because of existing funding and/or proposed research, an individual is subject to both the PHS and NSF FCOI requirements, the PHS requirements set forth in Section B. shall apply.
2. On a case by case basis, and when required by a prime awardee with obligations under PHS regulations, UI may agree to more stringent timeframes for disclosure of PHS SFI and reporting related to PHS FCOI. Investigators subject to more stringent timeframes for disclosure of PHS SFI will be notified by UI and will be responsible for disclosure consistent with such timeframes only with respect the award for which UI has agreed to accept disclosure and reporting standard that differ from those set forth in this policy.

d. Other FCOI Compliance Requirements. Any individual who is not performing, or proposing to perform, research or other activities supported by either PHS, or NSF funding governed by FSH 5600, shall comply with the COI requirements established by FSH 6240 and/or the external sponsor.

B. POLICY AND PROCEDURE APPLICABLE TO PHS FUNDING

B-1. Definitions.

a. Institutional Responsibilities means, solely for the purposes of conflict of interest procedures applicable to PHS funding described in this Section B, the professional activities of an Investigator on behalf of UI, including but not limited to those activities that fall within the responsibility areas identified in FSH 1565 -C and/or those activities Investigators are required to report and certify under APM 45.09.

b. Investigator refers to the project director, principal investigator, co-principal investigators, and any other person who is responsible for the design, conduct, or reporting of research funded by a component of the Public Health Service (PHS), including, but not limited to the National Institutes of Health (NIH), the Food and Drug Administration (FDA), Center for Medicare and Medicaid Services (CMS) and the Center for Disease Control and Prevention (CDC). (For a list of PHS components [HHS Operating Divisions] please refer to the FAQs maintained by OSP at www.uidaho.edu/osp/financial-conflicts-of-interest/faqs. In addition to UI faculty members, this definition may apply to staff, postdoctoral fellows, graduate students, and (as authorized by the vice president for research and economic development) subrecipient/subcontractor employees, when they assume independent responsibility for portions of the design, conduct, or reporting, of research of an Investigator’s proposed or funded project, or when they seek, as permitted by University policy, sponsored research funding subject to this policy.)
c. **Research** is a creative endeavor or a systematic investigation, study, or experiment designed to develop or contribute to generalizable knowledge. The term encompasses basic and applied research (e.g., a published article, book or book chapter) and product development (e.g., a diagnostic test or drug).

d. **Significant Financial Interest (PHS SFI)**, solely as it applies to conflict of interest procedures applicable to PHS funding, means:

   (1) A financial interest consisting of one or more of the following interests of an Investigator (and those of the Investigator’s spouse, dependent children, and any financially interdependent adult living with Investigator [See e.g. FSH 3705, Expanded Health Benefits]) that reasonably appear to be related to the Investigator’s Institutional Responsibilities:

       - With regard to any publicly traded entity, a *significant financial interest* exists if the value of any remuneration received from the entity within the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, when aggregated, exceeds $5,000. For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value;

       - With regard to any non-publicly traded entity, a *significant financial interest* exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure, when aggregated, exceeds $5,000, or when the Investigator (or the Investigator’s spouse or dependent children) holds any equity interest (e.g., stock, stock option, or other ownership interest);

       - With regard to Intellectual Property rights and interests (e.g., patents, copyrights), a *significant financial interest* exists upon receipt of income related to such rights and interests.

   (2) Any sponsored travel (i.e., that which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value may not be readily available) or any reimbursed travel, related to the Investigator’s institutional responsibilities; provided, however, that this disclosure requirement does not apply to travel that is reimbursed or sponsored by a Federal, state, or local government agency, an institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education.

   3) The term *significant financial interest* does not include the following types of financial interests:

       - salary, royalties, or other remuneration paid by UI to the Investigator if the Investigator is currently employed or otherwise appointed by the UI, including intellectual property rights assigned to UI and agreements to share in royalties related to such rights;

       - income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles;

       - income from seminars, lectures, or teaching engagements sponsored by a Federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education; or

       - income from service on advisory committees or review panels for a Federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education.

e. **Financial Conflict of Interest (PHS FCOI)**, solely as it applies to conflict of interest procedures applicable to PHS funding, means a Significant Financial Interest that could directly and significantly affect the design, conduct, or reporting of PHS-funded research.
f. **Business** refers to a corporation, partnership, sole proprietorship, trust or foundation, or to any other individual or organization carrying on a business, whether or not operated for profit.

g. **Intellectual Property** means ideas, inventions, technology, creative expression and embodiments thereof in which a proprietary interest may be claimed without limitation, patents, copyrights, trademarks, know-how, and biological materials. (See also FSH 5300 and 5400)

**B-2. Disclosure and Training.**

a. **Disclosure.** Prior to the submission of an application for funding from a component of PHS, each Investigator must disclose to UI all PHS SFI, as defined above, or affirm to UI that he or she has no PHS SFI to disclose. Any new Investigator, who, subsequent to the submission of an application for funding from a component of PHS or during the course of research funded by PHS, plans to participate in the proposed or funded research, must disclose any PHS SFI to OSP or affirm that he or she has no PHS SFI promptly and prior to participation in the proposed or funded research.

Each Investigator who is participating in PHS-funded research must submit an updated disclosure of PHS SFI at least annually during the period of the award. Such disclosure must include any information that was not disclosed initially to UI or in a subsequent disclosure of PHS SFI by the Investigator and must include updated information regarding any previously disclosed PHS SFI.

Each Investigator who is participating in PHS-funded research must submit an updated disclosure of PHS SFI within thirty (30) days of the discovery or acquisition of a new PHS SFI.

All required disclosures shall be submitted to UI through the Office of Sponsored Programs (OSP), using the disclosure mechanism made available by OSP and approved by the vice president for research and economic development.

The Principal Investigator or Project Director, upon consideration of an individual’s role and degree of independence in performing the proposed or ongoing PHS-funded research, shall be responsible for identifying to OSP all individuals involved in the research who meet the definition of Investigator.

b. **Training.** Investigators shall complete training on the UI financial conflict of interest policy, Investigator responsibilities with respect to disclosure of SFI, and PHS regulations on *Promoting Objectivity in Research* prior to engaging in any PHS-funded research, at least every four years thereafter, and immediately when any of the following circumstances apply:

- UI revises its financial conflict of interest policies or procedures in any manner that affects the requirements of Investigators;
- an Investigator is new to UI; or
- UI finds that an Investigator is not in compliance with this conflict of interest in research policy, or a management plan developed and implemented pursuant to this policy.

**B-3. Review of PHS SFI Disclosures and Determination of PHS FCOI.** The vice president for research and economic development, or designee(s), shall timely review, as required by PHS regulations, all disclosed PHS SFI for funded research projects or for those projects for which UI has been notified by the agency that the application is to be funded, to determine whether the disclosed PHS SFI is related to the PHS-funded research of the disclosing Investigator and, if so, whether the disclosed PHS SFI rises to the level of a PHS FCOI, because it directly and significantly affects the design, conduct, or reporting of the PHS-funded research. The vice president for research and economic development may, at his or her discretion, seek additional information from an Investigator who has made a disclosure of PHS SFI.

**B-4. Management of PHS FCOI.** If a disclosed PHS SFI is determined to be PHS FCOI, the vice president for research and economic development shall determine the conditions or restrictions to be imposed and implemented as
part of a formal management plan in order to manage or eliminate the conflict. Examples of conditions or restrictions that might be imposed include, but are not limited to:

- Public disclosure of financial conflicts of interest (e.g., when presenting or publishing the research);
- For research projects involving human subjects research, disclosure of financial conflicts of interest directly to participants;
- Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the research against bias, resulting from the financial conflict of interest;
- Modification of the research plan;
- Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the research;
- Reduction or elimination of the financial interest (e.g., sale of an equity interest); or
- Severance of relationships that create financial conflicts.

The vice president for research and economic development shall communicate this determination, and the means that he or she has identified for eliminating or managing the PHS FCOI, to the individual Investigator, the relevant Principal Investigator or Project Director (if applicable), the appropriate unit administrator and/or dean, the UI Committee on Ethical Guidance and Oversight, and, as necessary, the PHS awarding component.

Information regarding the existence and management of PHS FCOI may also be communicated to any University committees responsible for research compliance (including but not limited to the Institutional Review Board, the Institutional Animal Care and Use Committee, and the Institutional Biosafety Committee). Such committees may, consistent with their responsibilities, establish additional requirements with respect to any identified FCOI or may contribute, in satisfaction of their responsibilities related to financial conflicts of interest, contribute to management plans established under this policy.

No expenditures on PHS awards will be permitted until the Investigator has complied with the disclosure and training requirements of this policy and has agreed, in writing, to comply with any plan(s) determined to be necessary for the management of PHS FCOI.

B-5. Access to Information Related to PHS FCOI.

a. Public Access. Prior to expenditure of any funds under a PHS-funded research project, UI shall ensure public accessibility, via a publicly accessible web site or written response to any requestor within five business days of a request, of information concerning any significant financial interest disclosed to the Institution that meets the following three criteria:

1. The significant financial interest was disclosed and is still held by the senior/key personnel as defined by this subpart; and
2. The Institution determines that the significant financial interest is related to the PHS-funded research; and
3. The Institution determines that the significant financial interest is a financial conflict of interest.

Information regarding any PHS FCOI made publicly available by UI, whether by web site or written response, shall include, at a minimum:

- The Investigator’s name;
- The Investigator’s title and role with respect to the research project;
- The name of the entity in which each PHS SFI is held;
- The nature of each PHS SFI; and
- The approximate dollar value of each PHS SFI, in the following ranges:
  - $0-$4,999
  - $5,000-$9,999
  - $10,000-$19,999
Amounts between $20,000-$100,000, by increments of $20,000
Amounts above $100,000, by increments of $50,000, or
A statement that the interest is one for which a value cannot be readily determined through reference to public prices or other reasonable measures of fair market value.

b. Reporting to PHS Awarding Component and PHS Awarding Component Access to Information Related to PHS FCOI. Prior to the expenditure of any funds under a PHS-funded research project, UI shall provide to the PHS awarding component a report, compliant with PHS regulations, regarding any Investigator’s significant financial interest found by UI to be conflicting (i.e. PHS FCOI) and the corresponding plan established and implemented by UI to manage the PHS FCOI. With regard to an ongoing PHS-funded research project (including any extension with or without funds), UI shall provide for any PHS FCOI previously reported to a PHS awarding component an annual report that addresses the status of the previously reported PHS FCOI and any changes in the corresponding management plan.

For any PHS SFI that is identified as conflicting subsequent to an initial conflict report made by UI to a PHS awarding component during an ongoing PHS-funded research project (e.g., upon the participation of an Investigator who is new to the research project), UI will provide to the PHS awarding component, within sixty days, an FCOI report regarding the PHS FCOI and will ensure that a management plan has been established and implemented for the identified PHS FCOI.

For any failure to comply with this policy, as described in Section B-6 below, UI shall provide the PHS awarding component a report that describes any retrospective review performed and any mitigation plan established and implemented to eliminate or mitigate bias in the research related to a failure to comply with this policy.

B-6. Failure to Comply with Policy Applicable to PHS Funding and Sanctions.

a. When PHS SFI is not timely disclosed (within thirty [30] days of discovering or acquiring a PHS SFI) by an Investigator, an Investigator fails to comply with a management plan established by UI, or, for whatever reason, PHS SFI was not previously reviewed or, if determined to be PHS FCOI, managed by UI, UI shall within one hundred and twenty (120) days of UI’s determination of noncompliance, complete a retrospective review of the Investigator’s activities and the PHS-funded research project to determine whether any PHS-funded research, or portion thereof, conducted during the time period of the noncompliance, was biased in the design, conduct, or reporting of such research. If bias is found, UI shall develop and implement a plan to eliminate or mitigate the effect of the bias and shall submit a mitigation report, as required by regulation, to the PHS awarding component.

b. Failure to fully and timely disclose all PHS SFI (including but not limited to failure to submit a PHS SFI disclosure report, required updates to such disclosures, or submission of an incomplete, erroneous, or misleading initial, updated, or annual disclosure of PHS SFI), failure to comply with the conditions of a management or mitigation plan, or violations of this policy by an Investigator shall be considered a violation of university policy and regulations and shall result in a formal inquiry and an investigation by the vice president for research and economic development, or designee(s). The vice president for research and economic development, or designee(s), may recommend sanctions such as, but not limited to, the following:

(1) disciplinary action up to and including suspension and dismissal;
(2) requiring repayment of all financial benefits resulting from such violation;
(3) freezing research funds or accounts;
(4) rescinding contracts entered in violation of this policy, federal law, or state law;
(5) bringing legal action to recover the amount of financial benefit received by an employee as a result of the employee’s violation of this policy;
(6) disclosing FCOI in each public presentation of the results of research;
(7) requiring an addendum related to FCOI for inclusion in previous publications or presentations.

Formal inquiry and investigation by the vice president for research and economic development, including any
recommendations pursuant to such inquiry and investigation, shall not limit, delay, or supersede any actions undertaken by UI, including but not limited to the establishment and implementation of PHS FCOI management or mitigation plans and the reporting of noncompliance, deemed necessary by UI to ensure compliance with this policy and applicable regulations.

B-7. RECORD RETENTION. UI, through OSP, shall maintain all records relating to all Investigator disclosures of financial interests and UI’s review of, and response to, such disclosures (whether or not a disclosure resulted in the Institution’s determination of a financial conflict of interest) and all actions under this policy or retrospective review, if applicable, for at least three years from the date the final expenditures report is submitted to the PHS awarding component or, as applicable, for the retention period identified by other applicable federal regulations (including but not limited to 45 CFR 74.53(b) and 92.42(b)).

C. REMEDIES CUMULATIVE. The remedies provided and referenced herein are cumulative and shall be deemed to include any other remedies required or provided by applicable state or federal law.

D. OTHER LAW. This policy shall be deemed to include all requirements relating to conflicts of interest to which UI is subject under state or federal law. To the extent that requirements and standards under applicable state or federal law are more stringent than those identified in this policy, the more stringent requirements and standards shall take precedence.
Faculty Affairs Committee Report – October 30th, 2012

- FSH 3160 ACADEMIC FREEDOM, RIGHTS AND RESPONSIBILITY
  - Looking at the possibility of adding language to include faculty governance with the activities that are protected by academic freedom.
  - Current language in 3160 ties academic freedom to job performance. Investigating possibility of revising that wording.

- FSH 1565 H-2. GRADUATE STUDENT APPOINTEES:
  - Original motion by Research Office. This amended motion by FAC is intended to strictly distinguish Research Assistants from Graduate Assistants without introducing language that may be problematic.

- Discussion of promotion criteria for clinical faculty
  - After much discussion, it was decided that the criteria for extension faculty (1565 D-4) would be a good model.
  - It was also noted that the section on Clinical Faculty (1565 D-9) is non-parallel to the other sections in 1565 D. We agreed it should be re-structured to be similar to the other sections.

- Discussion of whether clinical faculty of sufficient rank should be allowed to serve on promotion committees.
  - The FAC was generally receptive to this idea, especially in the case of serving on committees for other clinical faculty. No action has been taken at this time.

- Discussion of the need to formalize periodic evaluation of instructors.
  - FAC decided this issue should be addressed in department bylaws. However, this caused FAC to revisit the issues created by the conflicts between 3560 D-1 (up or out at three years) and 1565 D-1.b. (15% cap on senior instructors).

- Discussion of Ombuds revisions to 3820
  - After much discussion, FAC votes to approve as is.
Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>7/30/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Natural Resources (CNR)</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Conservation Social Sciences (CSS)</td>
</tr>
</tbody>
</table>

Program Identification for Proposed New, Modified, or Discontinued Program:

| Title: | Resource Recreation and Tourism |
| Degree: | B.S. Res.Rc. |
| Method of Delivery: | On-Campus |
| CIP code (consult IR /Registrar) | 03.0207 |
| Proposed Starting Date: | Fall 2012 |
| Indicate if the program is: | Regional Responsibility | X | Statewide Responsibility |

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
- [ ] Contract Program/Collaborative
- [X] Other: Change degree title and add two options

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
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<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
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<tr>
<td>Graduate Dean (as applicable)</td>
<td>Date</td>
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<tr>
<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
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<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
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<tr>
<td>Academic Affairs Program Manager</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
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<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
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<tr>
<td>President</td>
<td>Date</td>
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<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
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</table>
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. **If this is request to discontinue an existing program, provide the rationale for the discontinuance.** Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. **Describe the teach-out plans for continuing students.**

1. Change the name of the major Resource Recreation and Tourism (RRT) to Natural Resource Conservation.
2. Change the name of the degree from B.S.Res.Rc. to **B.S.Nat.Resc.Consv.**
3. Create two new options: (1) Conservation Planning and Management, and (2) Conservation Science. Current students in the RRT program will be able to switch to the Conservation Planning and Management option in the Natural Resource Conservation degree program. New students will enter the Natural Resource Conservation degree program and will then self-select one of the two new options.
4. To properly reflect the intent of the degree and describe the classification of instruction, change the CIP code from 03.0207 to **03.0101**

**Detail for CIP Code 03.0101**

**Title:** Natural Resources/Conservation, General.

**Definition:** A general program that focuses on the studies and activities relating to the natural environment and its conservation, use, and improvement. Includes instruction in subjects such as climate, air, soil, water, land, fish and wildlife, and plant resources; in the basic principles of environmental science and natural resources management; and the recreational and economic uses of renewable and nonrenewable natural resources.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. **This question is not applicable to requests for discontinuance.**

The College of Natural Resources (CNR) Department of Conservation Social Science (CSS) is a national leader in the human dimensions of natural resource management and conservation, meeting the practical career needs of students and leading the University of Idaho in interdisciplinary and engaged scholarship to address emerging natural resource problems. CSS addresses the question: “How do human communities and institutions manage their relationship with the state’s tremendous wealth of ecological resources?”

The objective of this modification to the current B.S. degree program is to better prepare undergraduate students for 21st century careers in the human dimensions of natural resource conservation and management.

**Expected student learning outcomes and achievements include the following:**

**Evaluate and Use Basic Science Research:** Gather, critically evaluate and use appropriate scientific research materials (e.g., scientific sources, secondary socio-demographic data) and employ selected methodologies (e.g., survey research, experimentation, and observation) specific to the conservation aspects of natural resources.

**Recognize Conservation Policy:** Identify and understand the development of policy and the application of regulations used in conservation planning and management at various landscape.
levels (e.g., land parcel, community, region, ecosystem, watershed, or a cultural landscape).

**Use Planning and Management Principles to solve problems:** Use sound management skills and processes (e.g., appropriate theoretical and applied frameworks, decision making, and strategic planning) to productively address conservation problems and deliver results.

**Communicate Sensibly:** Create and practice effective oral, written, and graphic communication with diverse audiences, especially stakeholders in conservation.

**Use Hard and Soft Technological Applications:** Analyze, interpret, respond to, and be able to use current technologies (e.g., GPS, GIS, statistical packages, environmental and social assessment techniques, and word processing software) in creating, managing, and delivering conservation programs.

**Use Ecological Principles to solve problems:** Use sound ecological skills and processes to productively address conservation problems and deliver results.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

All current departmental and college quality control mechanisms will remain in place. No specialized accreditation system exists for such programs.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.* *This question is not applicable to requests for discontinuance.*

No new courses are proposed. All courses in the current RRT degree program will be included in the Conservation Planning and Management option. Requirements for the Conservation Science option will be drawn from existing CSS, CNR, and University of Idaho courses and approved by the standard university curriculum review process.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

No changes in credit hour requirements are proposed. See attached “Degree Requirements”

| Credit hours required in major: | 38 |
| Credit hours required in minor: | |
| Credit hours in institutional general education or core curriculum: | 38 |
| Credit hours in required electives: | 44 |
| **Total credit hours required for completion:** | **120** |

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

| Degrees/Certificates offered by school/college or program(s) within disciplinary area under review |
|---|---|---|---|
| Institution and Level | Specializations within the discipline | Specializations offered within the degree at the institution |

*September 13, 2012*  
*Page 3*
The proposed change will allow for better differentiation between the current RRT degree and the Recreation degree offered in the College of Education, Department of Movement Studies.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

A survey of peer programs was completed in the spring of 2012, which revealed: Colorado State Univ. has 183 majors in Natural Resources Management; University of Montana has 102 majors in Resource Conservation; and Oregon State Univ. has 365 majors in Natural Resources and the Environment. Attached in Appendix B is a report from a national study of “Undergraduate Enrollment Trends in Natural Resources at NAUFRP Institutions: An Update.”

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

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<tr>
<td>Full-time</td>
<td>42</td>
<td>49</td>
<td>65</td>
<td>85</td>
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<tr>
<td>Part-time</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>9</td>
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</table>

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates. NA

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
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<td>Current Fall 2011-12</td>
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<td>Year 2 Previous Fall 2009-08</td>
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FT= Full time enrollment; PT= Part time enrollment

*The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

While the degree name change may attract some current students in other College of Natural Resource Degree programs (i.e. Fish and Wildlife, Forest Resources, Ecology and Conservation Biology, etc.) our main focus is on attracting new resident and non-resident students.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. **This question is not applicable to requests for discontinuance.**

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. **This question is not applicable to requests for discontinuance.**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>27,821</td>
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<td>Nation</td>
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<td>605,000</td>
<td>665,500</td>
<td>732,500</td>
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</table>

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

State workforce employment was estimated from the Idaho Department of Labor Statistics (http://www2.labor.idaho.gov/workforceglance/LongTermIndustries). Since no category exists for this field, estimates were developed from a portion of employment in several sectors: Forestry and Logging Fishing/Hunting, Support Activities for Agriculture and Forestry, Scenic and Sightseeing, Transportation Support Activities for Transportation, Performing Arts, Spectator Sports, and Related Industries Museums, Historical Sites, and Similar Amusement, Gambling, and Recreation Industries, Federal Government Employment State Government, Excluding Education and Hospitals Local Government, Excluding Education and Hospitals.

National workforce employment was estimated from the Idaho Department of Labor Statistics (http://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm). Since no category exists for this field, estimates were developed from a portion of employment in several sectors: Recreation Workers, Conservation Scientists and Foresters, Agricultural and Food Scientists, Environmental Science and Protection Technicians, Forest and Conservation Technician, Forest and Conservation Workers.
Sector trends varied widely, with Recreation Workers increasing at a rate of nearly 2% annually, and other natural resource fields staying flat or decreasing slightly. Therefore an annual rate of 1% was used to estimate employment growth.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This name change will have a minimal effect on the state economy, except in that we expect enrollment to double over the next 3 years, and more state workers will be recruited from these graduates as opposed to out-of-state institutions.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

As stated above, the objective of this modification to the current B.S. degree program is to better prepare undergraduate students for 21st century careers in the human dimensions of natural resource conservation and management.

11. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** This question is not applicable to requests for discontinuance.

Not at this time, but the department will explore distance education opportunities for some of the undergraduate courses now offered in Moscow. Currently four graduate courses are offered on-line.

12. **Describe how this request is consistent with the State Board of Education’s strategic plan and institution’s role and mission.** This question is not applicable to requests for discontinuance.

This degree program already is in operation, and no major changes beyond the name change are planned. Human dimensions of natural resources conservation and management fall under UI’s statewide mandate. UI serves a critical role in addressing, How do Idaho citizens and institutions manage their relationship with the state’s tremendous wealth of ecological resources?

13. **Describe how this request fits with the institution’s vision and/or strategic plan.** This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Teaching and Learning: Enable student success in a rapidly changing world.</td>
<td>No change, degree title change will better communicate the profession to prospective students.</td>
</tr>
</tbody>
</table>
14. Is the proposed program in your institution’s Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes [X] No [___]

This program is in the University of Idaho’s Five-Year Plan of Proposed Programs approved by the SBOE. It is a component of a long-established degree program in the College of Natural Resources.

If not on your institution’s Five-Year plan, provide a justification for adding the program.

15. 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). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

The College of Natural Resources has created a Student Service Center (SSC) with four staff members (Associate Dean, Center Director, 2 recruiter/advisor staff) charged with increasing undergraduate enrollment and retention. In the first year of operation, the SSC was instrumental in increasing college enrollment by 10%, compared to -2% for the institution overall. This was accomplished through intensive recruiting efforts with Idaho high schools and community colleges nation-wide. We also improved our web presence and use of social media.

The SSC and CSS Department have jointly been charged with the goal of doubling enrollment in the undergraduate program within 3 years. We believe that this rebranding of the program and marketing it to prospective students and their families will be highly effective.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

No additional resources are requested. This is a degree title change and all resources will remain the same. Tuition revenues on attached spreadsheet reflect revenues from new enrollment resulting from rebranding efforts.
Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

<table>
<thead>
<tr>
<th>FY</th>
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<th>FY 2014</th>
<th>FY 2014</th>
<th>Cumulative Total</th>
</tr>
</thead>
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<td></td>
<td>On-going</td>
<td>One-time</td>
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<tr>
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<td>3. Federal</td>
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<tr>
<td>4. Tuition</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$182,696.00</td>
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<tr>
<td>5. Student Fees</td>
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<td>$0.00</td>
<td>$0.00</td>
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<td>6. Other (Specify)</td>
<td>$0.00</td>
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</tr>
</tbody>
</table>

Total Revenue $0.00 $0.00 $182,696.00 $0.00 $252,120.00 $0.00 $434,816.00 $0.00

*note: tuition revenues reflect estimated enrollment increases (not current enrollment revenues) with 50% being resident and 50% non-resident students.

B. EXPENDITURES

<table>
<thead>
<tr>
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<th>FY 2014</th>
<th>Cumulative Total</th>
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<td>One-time</td>
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<td>4. Facilities</td>
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<tr>
<td>5. Other (Specify)</td>
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<td>$0.00</td>
<td>$0.00</td>
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</table>

Total Expenditures $0.00 $0.00 $182,696.00 $0.00 $252,120.00 $0.00 $0.00 $0.00 |

Net Income (Deficit) $0.00 $0.00 $182,696.00 $0.00 $252,120.00 $0.00 $0.00 $0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.
APPENDIX A

College of Natural Resources
Department of Conservation Social Sciences

B.S. in **NATURAL RESOURCE CONSERVATION**

With 2 Emphasis Areas:

1. **CONSERVATION PLANNING AND MANAGEMENT** (A revision of the current CSS-RRT major)
2. **CONSERVATION SCIENCE** (A new CNR “generalist” emphasis)
Resource Recreation & Tourism (B.S. Res. Re.) Natural Resource Conservation (B.S. NRC)

Students must select any academic minor (including those in the Department of Conservation Social Sciences) and attend one, two-week long field studies course during summer session. Special fees are required for this and a few other courses. To graduate a student must earn an average GPA of 2.30 or higher in all CSS courses.

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

CSS 235 Society and Natural Resources (3 cr)
CSS 287 Foundations of Conservation Leadership and Management (taken simultaneously with NR 101) (3 cr)
CSS 383 Natural Resource and Ecosystem Service Economics (3 cr)
CSS 387 Environmental Communication Skills (3 cr)
Econ 202 Principles of Economics (3 cr)
Eng 102 College writing and Rhetoric (3 cr)
For 221 Ecology or REM 221 Ecology (3 cr)
For 375 Introduction to Spatial Analysis for Natural Resource Management (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry or Math 160 Survey of Calculus or Math 170 Survey of Calculus II (3-4 cr)
NR 101 Exploring Natural Resources (taken simultaneously with CSS 287) (1 cr)
Stat 251 Statistical Methods (3 cr)
ISEM, Integrated Seminar (3 cr)
Approved Humanities (6 cr)
Approved UI international class or a 200+ foreign language class (3 cr)

One writing course, such as Engl 207, Engl 208, Engl 313, Engl 316, Engl 317 (3 cr)

Students must select one of the following 2 Emphasis Areas:

EMPHASIS IN CONSERVATION PLANNING AND MANAGEMENT

Students must select any academic minor (including those in the Department of Conservation Social Sciences) and attend one, two-week long field studies course during summer session. Special fees are required for this and a few other courses. To graduate a student must earn an average GPA of 2.30 or higher in all NRC courses.

Biol 102, 102L Biology and Society and Lab OR Biol 115 Cells and the Evolution of Life (4 cr)
Comm 101 Fundamentals of Public Speaking OR one semester of a foreign language (2-4 cr)
CSS 304 Conservation Social Sciences Field Studies (3 cr)
CSS 310 Social Research Methods in Conservation (4 cr)
CSS 385 Conservation Management and Planning I (4 cr)
*CSS 386 (4XX) Conservation Management and Planning II (4 cr)—Renumber as Senior Experience
CSS 486 Public Involvement in Natural Resource Management (3 cr)
CSS 489 Personalities and Philosophies in Conservation (3 cr)
One of the following (3 cr):
    PolS 101 Intro to Political Science and American Government OR PolS 275 American State and Local Government

One of the following (4 cr):
    Chem 101 Introduction to Chem I OR Chem 111 Principles of Chem I OR Geol 101, 101L Physical Geology and Lab

One of the following (2-3 cr):
    CSS 364 Politics of the Environment (3 cr)
    CSS 462 Natural Resource Policy (3 cr)
    For 484 Forest Policy and Administration (2 cr)

One of the following (3 cr):
    For 426 Fire Ecology and Management (3 cr)
    REM 440 Wildland Restoration Ecology (3 cr)
    REM 459 Rangeland Ecology (2 cr) AND REM 460 Rangeland Ecology Current Topics and Field Studies (1 cr)
    WLF 314 Wildlife Ecology I (3 cr)

Two of the following (6 cr):
    CSS 490 Wilderness and Protected Area Management (3 cr)
    CSS 493 International Land Preservation and Conservation Systems (3 cr)
    For 429 Landscape Ecology (2 cr)
    Larch 480 The Emerging Landscape (3 cr)
    WLF 440 Conservation Biology

Two of the following (6 cr):
    Anth 100 Introduction to Anthropology (3 cr)
    Psyc 101 Introduction to Psychology (3 cr)
    Soc 101 Introduction to Sociology (3 cr)

14-15-12 credits (if not chosen above) from the following, in at least 2 disciplines with at least 2 courses in one discipline:
    AgEc 477 Law, Ethics, and the Environment (3 cr)
    Anth 329 North American Indians (3 cr)
    Anth 410 Research Methods in Anthropology (3 cr)
    Anth 428 Social and Political Organization (3 cr)
    Anth 462 Human Issues in International Development (3 cr)
    BUS 321 Marketing (3 cr)
    Comm 335 Intercultural Communication (3 cr)
    Comm 410 Conflict Management (3 cr)
    Comm 433 Organizational Communication Theory, Research, and Application (3 cr)
    CSS 364 Politics of the Environment (3 cr)
    CSS 462 Natural Resource Policy (3 cr)
    CSS 481 Conservation Leadership (3 cr)
    CSS 487 Environmental Education (3 cr)
    CSS 490 Wilderness and Protected Area Management (3 cr)
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<th>Credits</th>
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<td>CSS 492</td>
<td>Ecotourism Principles and Issues</td>
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<tr>
<td>CSS 496</td>
<td>Monitoring Human Impacts in Wilderness</td>
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<tr>
<td>CSS 493</td>
<td>International Land Preservation and Conservation Systems</td>
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<td>CSS 498</td>
<td>Internship</td>
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<td>Econ 385</td>
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<td>Econ 407</td>
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<td>Econ 441</td>
<td>Labor Economics</td>
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<td>Econ 447</td>
<td>Economics of Developing Countries</td>
<td>3 cr</td>
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<td>EnvS 479</td>
<td>Introduction to Environmental Regulations</td>
<td>3 cr</td>
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<td>EnvS 482</td>
<td>Natural Resource Policy and Law</td>
<td>3 cr</td>
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<tr>
<td>For 408</td>
<td>Community/Urban Forestry</td>
<td>2 cr</td>
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<tr>
<td>For 484</td>
<td>Forest Policy and Administration</td>
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<td>Geog 330</td>
<td>Urban Geography</td>
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<td>Geog 350</td>
<td>Geography of Development</td>
<td>3-4 cr</td>
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<td>Geog 360</td>
<td>Population Dynamics and Distribution</td>
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<tr>
<td>Geog 420</td>
<td>Land, Resources, and Environment</td>
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<td>Hist 423</td>
<td>Idaho and the Pacific Northwest</td>
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<td>Hist 424</td>
<td>American Environmental History</td>
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<td>JAMM 350</td>
<td>Public Relations Writing and Production</td>
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<td>Mass Media and Public Opinion</td>
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<td>JAMM 452</td>
<td>Public Relations Campaign Design</td>
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<td>JAMM 458</td>
<td>Public Relations Case Studies and Issues Mgmt</td>
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<td>Phil 452</td>
<td>Environmental Philosophy</td>
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<td>Phil 472</td>
<td>Social and Political Philosophy</td>
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<td>PolS 275</td>
<td>American State and Local Government</td>
<td>3 cr</td>
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<tr>
<td>PolS 333</td>
<td>American Political Culture</td>
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<td>PolS 428</td>
<td>American Political Thought</td>
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<td>PolS 440</td>
<td>International Organizations and Law</td>
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<td>PolS 453</td>
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<td>PolS 473</td>
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<td>PolS 480</td>
<td>Politics of Development</td>
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<td>Psyc 305</td>
<td>Developmental Psychology</td>
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<td>Psyc 320</td>
<td>Introduction to Social Psychology</td>
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<td>Psyc 325</td>
<td>Cognitive Psychology</td>
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<td>Soc 311</td>
<td>Development of Social Theory</td>
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<td>Soc 313</td>
<td>Collective Behavior</td>
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<tr>
<td>Soc 340</td>
<td>Social Change &amp; Globalization</td>
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<td>Soc 343</td>
<td>Political Sociology</td>
<td>3 cr</td>
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<tr>
<td>Soc 423</td>
<td>Social Class &amp; Stratification</td>
<td>3 cr</td>
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<tr>
<td>Soc 424</td>
<td>Sociology of Gender</td>
<td>3 cr</td>
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<tr>
<td>Soc 427</td>
<td>Racial and Ethnic Relations</td>
<td>3 cr</td>
</tr>
<tr>
<td>Soc 450</td>
<td>Dynamics of Social Protest</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Courses to total 120 credits for this Degree & Emphasis
EMPHASIS IN CONSERVATION SCIENCE

To graduate a student must earn an average GPA of 2.00 or higher in all courses taught in CNR and complete an approved professional work experience in natural resources.

Biol 115 Cells and the Evolution of Life OR Biol 116 Organisms and Environments (4 cr)
Senior Experience (3-4 cr)
CSS 364 Politics of the Environment (3 cr) OR CSS 462 Natural Resource Policy (3 cr)
CSS 385 Conservation Management and Planning I (4 cr) OR CSS 490 Wilderness and Protected Area Management (3 cr)
One of the following (4 cr):
   Chem 101 Introduction to Chem I (4 cr) OR Chem 111 Principles of Chem (4 cr)

Restricted Electives: Natural Resource Science: 33 credits (at least 15 must be at the 400 level)

6 credits Fishery Science from among:
   Fish 314 Fish Ecology (3 cr)
   Fish 315 Fish Ecology Lab (1 cr)
   Fish 316 Principles of Population Dynamics (2 cr)
   Fish 415 Limnology (4 cr)
   *Fish 418 Fisheries Management (4 cr)
   Fish 422 Concepts in Aquaculture (3 cr)
   Fish 424 Fish Health Management (4 cr)
   Fish 430 Riparian Ecology and Management (3 cr)

3 credits in Fire Ecology and Management from among:
   For 426 Fire Ecology and Management (3 cr)
   For 433 Science-Based Fuels Management Planning (2 cr)
   For 450 Fire Behavior (3 cr)
   For 454 Air Quality and Smoke Management (3 cr).

6 credits in Forestry from among:
   For 320 Dendrology (4 cr)
   For 324 Forest Regeneration (3 cr)
   For 330 Forest Ecosystem Processes (3 cr)
   For 373 Forestry Sampling Methods (2 cr)
   *For 424 Forest Dynamics and Management (4 cr)
   For 425 Forest and Soil Nutrient Cycling (3 cr)
   For 462 Watershed Science and Management (3 cr)
   For 468 Forest and Plant Pathology (2 cr)
   For 472 Remote Sensing of the Environment (4 cr)
   ForP 430 Forest Engineering and Harvesting (3 cr)
   ForP 432 Designing Forest Access (3 cr)
   ForP 434 Forest Tractor and Cable Systems (4 cr)

* Senior Experience course
6 credits in **Renewable Materials** from among:
- ForP 321 Renewable Materials Anatomy and Properties (3 cr)
- ForP 365 Wood Building Technology (3 cr)
- ForP 436 Biocomposites (3 cr)
- ForP 438 Introduction to Lignocellulosic Chemistry (1 cr)
- ForP 444 Primary Wood Products Manufacturing (3 cr)
- ForP 450 Biomaterials Deterioration and Protection (2 cr)
- ForP 491 Biomaterial Product and Process Development Lab (2 cr)
*ForP 495 Product Development and Brand Management (3 cr)

6 credits in **Rangeland Ecology and Management** from among:
- REM 341 Systematic Botany (3 cr)
- REM 357 Ecological Monitoring and Analysis (4 cr)
- REM 410 Principles of Vegetation Measurement and Assessment (2 cr)
- REM 440 Wildland Restoration Ecology (3 cr)
- REM 452 Western Wildland Landscapes (2 cr)
*REM 456 Integrated Rangeland Management (3 cr)
- REM 459 Rangeland Ecology (2 cr)
- REM 460 Rangeland Ecology Current Topics and Field Studies (1 cr)
- REM 472 Remote Sensing of the Environment (3-4 cr)

6 credits in **Wildlife Science** from among:
- WLF 314 Wildlife Ecology I (3 cr)
- WLF 315 Wildlife Ecology I Laboratory (1 cr)
- WLF 316 Wildlife Ecology II (4 cr)
- WLF 440 Conservation Biology (3 cr)
- WLF 448 Fish and Wildlife Population Ecology (4 cr)
- WLF 482 Ornithology (4 cr)
*WLF 492 Wildlife Management (4 cr)

Courses to total 120 credits for this Degree & Emphasis
26 September 2012

Dr. Shafii Bahman, Chair,  
University Curriculum Committee  
University of Idaho

Professor Bahman,

On behalf of the College of Education, I am pleased to offer this letter in support of the College of Natural Resources’ proposal to rename the degree in Resource, Recreation, and Tourism to Natural Resources Conservation—with emphasis areas in Conservation Management and Planning and Conservation Science. The proposed changes align directly with the President’s efforts to promote opportunities for students to have degree flexibility and to increase student enrollment by targeting areas of potential growth. Similar general conservation programs at some of our peer institutions have proved especially popular—Oregon State, for example, has near 400 students in its program, while the University of Montana now has over 100. Moreover, the College of Natural Resources is the only college of its type that does not offer a conservation-themed degree.

Programs like the one proposed are increasingly in demand with prospective employers. Research conducted by CNR as it developed the proposed changes suggests employers are seeking generally trained natural resource managers prepared to deal with the challenge of an evolving natural and human landscape.

The College of Education has a long-standing relationship with the College of Natural Resources. The proposed degree, which will be comprised of courses offered by the College (with the exception of the University core), will have a limited effect on our recreation program. It has, rather, the potential to support the College of Education by strengthening greatly the Conservation Social Science department, which offers a number of courses taken by our own students. In fact, faculty members of both colleges have discussed how to collaborate without duplication of effort and these discussions are a part of the CSS proposal. CSS also serves a vital role in providing a critical source of social science research, public policy, and planning and management expertise in Idaho, supporting the U-Idaho land-grant mission.

Finally, it is important to note the University of Idaho has a SBOE appointed core mission in the areas of natural resources and conservation—something that is largely the responsibility of the College of Natural Resources.
Enhancing the College's ability to carry out this mission will have sizeable long-term benefits as the University seeks to serve its statewide land grant mission.

Sincerely,

Corinne Mantle-Bromley
Dean
September 20, 2012

Dr. Shaffii Bahman, Chair
University Curriculum Committee
University of Idaho

Dear Professor Bahman,

I am writing in support of the College of Natural Resources’ proposal to rename the degree in Resource, Recreation, and Tourism to “Natural Resources Conservation—with emphasis areas in Conservation Management and Planning and Conservation Science”. The proposed changes align well with the President’s efforts to promote opportunities for students to have degree flexibility and to increase student enrollment by targeting areas of potential growth.

Programs like the one proposed are increasingly in demand with prospective employers, as researched by CNR, who are seeking generally trained natural resource managers prepared to deal with the challenge of an evolving ecological and human landscape.

The proposed degree, which will be comprised of courses almost completely offered by the College (and with the exception of the University core), will have a limited effect on the EnvS program. The proposed changes also have the potential to offer courses to EnvS students by strengthening the CSS department.

Finally, it is important to note the University of Idaho has a SBOE appointed core mission in the areas of natural resources and conservation—something that is largely the responsibility of the College of Natural Resources. Enhancing the College’s ability to carry out this mission will have sizeable long-term benefits as the University seeks to serve its statewide land grant mission.

Sincerely,

Jan Boll, Ph.D.
Director, Environmental Science, Water Resources & PSM Programs
Professor, Biological and Agricultural Engineering
UNDERGRADUATE ENROLLMENT TRENDS IN NATURAL RESOURCES AT NAUFRP INSTITUTIONS: AN UPDATE

Terry L. Sharik

Robert J. Lilieholm

8th Biennial Conference on University Education in Natural Resources
Blacksburg, VA, March 26, 2010
Undergraduate Enrollments in Natural Resources by Region for NAUFRP Institutions, 1980-2009

- Similar trends across all regions
- Peaks in early 1980s & mid 1990s
- Increasing since 2003-2004
- Overall decrease of 13% since 1980
“Natural Resources & Environment” eclipsing more traditional programs
Undergraduate Enrollments in Low-enrollment Fields, NAUFRP Institutions, 1980-2009

Undergraduate enrollments in natural resources by field of study for those fields with relatively low enrollments, NAUFRP institutions, 1980-2009
Degree Classifications

- **Forestry** (forestry, forest science, forest ecosystem science, forest resources, forest management, urban forestry, forest engineering/operations)
- **Wood Science/Products** (wood science, wood products, wood technology, forest products, paper science)
- **Fisheries & Wildlife**
- **Recreation** (recreation, tourism, parks, interpretation, communications)
- **Watershed Science/Management** (watershed science, watershed management, hydrology)
- **Range Science/Management** (range science, range management, rangeland resources)
- **Natural Resources/Environmental Management** (natural resources management; planning, policy, and economics; environmental management and science; environmental conservation; environmental studies; conservation management; conservation biology; restoration ecology/management; applied ecology; geography)
- **Soils & Geology**
- **Other** (landscape architecture, GIS, land surveying, spatial science, biotechnology, etc.)
- **Undeclared**
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<td>Resource Conservation (2)</td>
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<td><strong>Natural Resources &amp; Environment</strong></td>
<td><strong>Conservation &amp; Environment</strong></td>
</tr>
<tr>
<td>Natural Resources &amp; Environmental Management (1)</td>
<td>Forest Conservation &amp; Environmental Studies (1)</td>
</tr>
<tr>
<td>Natural Resources &amp; Environmental Science (1)</td>
<td>Environmental Conservation Studies (1)</td>
</tr>
<tr>
<td>Environmental Resource Management (1)</td>
<td></td>
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<tr>
<td>Environmental &amp; Natural Resources (1)</td>
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<tr>
<td>Environmental Science &amp; Resource Management (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Environmental Science/Management/Studies (34)</strong></td>
<td><strong>Ecology &amp; Environment/Natural Resources/Conservation</strong></td>
</tr>
<tr>
<td></td>
<td>Applied Ecology &amp; Environmental Studies (1)</td>
</tr>
<tr>
<td></td>
<td>Conservation &amp; Restoration Ecology (1)</td>
</tr>
<tr>
<td></td>
<td><strong>Ecosystems</strong></td>
</tr>
<tr>
<td></td>
<td>Ecosystem Management (1)</td>
</tr>
<tr>
<td></td>
<td>Terrestrial Ecosystems (1)</td>
</tr>
<tr>
<td></td>
<td>Forest Ecosystem Science &amp; Conservation (1)</td>
</tr>
<tr>
<td></td>
<td>Ecosystem Science (1)</td>
</tr>
</tbody>
</table>
Factors affecting Overall Trends in Natural Resource Enrollments

- Complex (multivariate)
- Trends differ from overall higher ed enrollments (which tract college age population)
Gender and Enrollment

U.S. enrollment, male and female
Total U.S. college age population male and female (age 20-24)

- Undergraduate fall enrollment
  - male: red line
  - female: green line

- U.S. college age population
  - male: blue line
  - female: red line

1 U.S. Department of Education 2010, 2 U.S. Department of Education 2010
Enrollment trends may be associated with larger trends in the economy...
Possible Reasons for 1995-2003 Decline in Natural Resource Enrollments

1. Weak & uncertain job market
2. Low salaries compared to other professions
3. Increasing “disconnect” between natural resources & an urbanizing society (especially among young adults)
4. Tendency of minorities to avoid academic programs perceived as tangential to important issues affecting their communities
5. Negative public perceptions of forestry & related natural resource professions
6. Perception of curricula being too narrow & rigid
7. Increased “science phobia” on the part of students
8. Increasing number of similar degree programs outside colleges of forestry & natural resources
9. Relatively long period beyond a B.S. degree needed to obtain a terminal professional degree
10. Lack of intellectual leadership & charisma nationally in forestry & related natural resources areas
11. Limited public awareness regarding social benefits of forestry & related natural resource professions

Surveys of undergraduate forestry students lend some support for hypotheses 1, 2, 5, 7 & 11 (Sharik & Frisk 2008, 2010).
Reasons for Especially Sharp Declines in Forestry Enrollments

- Diversification of degree offerings in Natural Resources Colleges due to:
  - Changing public values towards forests (shift from utilitarian/economic view, to a broader array of ecosystem values) (Xu & Bengston 1991, MEA 2005)
  - Association of forestry with the utilitarian/economic perspective (Wellman 1987, Luckert 2006, Sharik & Frisk 2008 and 2010)
  - Inflexible curricula bound by accreditation standards compared to other natural resource fields
  - Declining harvest levels on National Forests – a resource typically managed by foresters
Forestry Enrollments & Logging Employment

Relativized NAUFRP forestry undergraduate fall enrollments, average annual logging employment, 1980-2009

Conclusions

- Enrollments have varied significantly across time, but overall have decreased since 1980
- Trends experienced across all U.S. regions
- Reasons for changes in NR enrollments over time are complex, likely involving a number of demographic, economic & social factors
- NAUFRC institutions and public & private sector employers need a better understanding of the factors affecting:
  - Undergraduate & graduate enrollments
  - Job & career opportunities, both now and over the long-term
References Cited

Acknowledgements

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Utah State University, Logan, UT 84322-5230
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The University of Maine, School of Forest Resources
243 Nutting Hall, Orono, ME 04469-5755
Email: roblilieholm@gmail.com
http://www.forest.umaine.edu/faculty-staff/directory/rob-lilieholm/
October 15, 2012

Dr. Douglas Baker
Provost’s Office
University of Idaho
Moscow, ID 83844-3152

Dear Dr. Baker,

Last spring the State Board of Education approved a name change for the Forest Products undergraduate program to Renewable Materials. This change is reflected in the current University of Idaho catalog. At this time, we would like to request that the name of the minor associated with the program also be changed from “Minor in Forest Products” to “Minor in Renewable Materials” to reflect the new undergraduate program name.

The University Curriculum Committee will be receiving a Curriculum Change Request from CNR that asks to reduce the number of credits in the Forest Products minor from 20 credits to 18 credits, to reflect the new University policy on credit requirements. It is our wish that the name be changed at this time, as well. No other changes are requested for this minor.

Thank you for your consideration of this request. I believe that the name change to Renewable Materials will best describe the intent and content of the minor.

Sincerely,

Thomas Gorman
Associate Dean and Renewable Materials Program Leader
<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Agricultural Life Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Agricultural Education and 4-H Youth Development</td>
</tr>
</tbody>
</table>

**Program Identification for Proposed New, Modified, or Discontinued Program:**

- **Title:** Agricultural Science, Communication and Leadership
- **Degree:** B.S.Ag.L.S.
- **Method of Delivery:** In person; videotape; video conference; on-line
- **CIP code (consult IR /Registrar):** 01.0802
- **Proposed Starting Date:** Fall 2013

**Indicate if the program is:**
- **Regional Responsibility** [x]
- **Statewide Responsibility** [ ]

**Indicate whether this request is either of the following:**
- [ ] New Program/major
- [x] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [x] Other – at additional off-campus location
- [ ] Consolidation of an Existing Program

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean (as applicable)</td>
<td></td>
</tr>
<tr>
<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager</td>
<td></td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
1. Describe the nature of the request. Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

The College of Agriculture and Life Sciences (CALS) of the University of Idaho (UI) proposes to expand the delivery of the third and fourth year of its existing B.S. in Agricultural Science, Communication and Leadership to students in the southwest region of Idaho. The degree will build upon the Associate of Science Degree in Agricultural Science at the College of Western Idaho and will be delivered through the University of Idaho - Boise Center (please see Appendix C for a letter of support from CWI).

The Agricultural Science, Communication & Leadership B.S.Ag.L.S. is an existing degree program offered in Moscow in a traditional classroom style and in the southeast region of Idaho combining both classroom offerings combined with distance education technologies. Students in the southeast region have been able for 19 years, to take classes at Twin Falls in person, on videotape, by videoconference and online. The program has been a collaboration between the UI and the College of Southern Idaho (CSI). This request is to expand the availability of the degree program to serve the students located in the southwest region. Enhancements to the curriculum to modernize the degree program are being incorporated to better meet the University of Idaho’s responsibility in providing agricultural education.

2. List the objectives of the program. The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. This question is not applicable to requests for discontinuance.

This proposal is essentially an articulation agreement that allows qualified students from the CWI Associate of Science program to transfer to the B.S. Agricultural Science, Communication and Leadership degree program offered by the University of Idaho College of Agricultural and Life Sciences. CALS will use 70 junior college credits, courses offered through videoconferencing from WSU, video recorded courses, courses offered by on-site UI faculty, UI online courses, Independent Study in Idaho courses, and courses offered by UI faculty delivered via videoconferencing to allow students to complete the degree.

Expected student learning outcomes and achievements for existing program

- ASCL Students possess the technical agriculture knowledge and skills to be successful in the food, fiber, and natural resources industry.
- ASCL majors develop communication skills which allow them to communicate agricultural information using verbal, non-verbal, and written communication skills.
- ASCL majors develop and possess interpersonal leadership skills which allow them to successfully enter careers in the food, fiber, and natural resources system.
- ASCL majors develop a comprehensive knowledge of business, accounting, and economics principles.
- ASCL majors apply their technical agriculture knowledge, psychomotor skills, and affective dispositions in field-based industry internships in the food, fiber, and natural resources system.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation.

October 9, 2012
This question is not applicable to requests for discontinuance.

The College of Agricultural and Life Sciences at the University of Idaho will ensure the quality of the program by maintaining the following articulation standards:

1. For all CWI credits, a 2.0 cumulative GPA must be attained in order to transfer to the UI Agricultural Science, Communication and Leadership degree program and students must meet any other UI transfer requirements.
2. A maximum total of 70 junior college credits will transfer from community colleges to the UI.
3. The UI Agricultural Science, Communication and Leadership degree requires a minimum of 36 upper division, 300-level or above credits.
4. The UI Agricultural Science, Communication and Leadership degree requires a minimum of 30 upper division credits as resident (University of Idaho) credits.
5. Students will meet the State Board Core Requirements or the UI General Education Core requirements.
6. A total of 128 credits will be required for the UI B.S. degree in Agricultural Science, Communication and Leadership.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

New courses will not be created for this existing degree program. Existing courses at the University of Idaho have been identified as appropriate electives. The addition of these courses for students to self-select will better prepare them for their particular interest in industry. The additional courses are specifically identified in Appendix B.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?**

<table>
<thead>
<tr>
<th>Credit hours required</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in institutional general education or core curriculum:</td>
<td></td>
</tr>
<tr>
<td>Credit hours in required electives:</td>
<td></td>
</tr>
<tr>
<td><strong>Total credit hours required for degree program:</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.**

Students completing the Agricultural Science, Communication and Leadership degree will complete a field-based capstone internship experience (AgEd 498-10 credits max), which is limited to junior and senior level students with at least a 2.00 CGPA. Prior to enrolling in the internship, students must complete the following: (1) submit and receive approval of an internship proposal (complete with all required signatures), and (2) submit a request to enroll in AgEd 498. An approved proposal must be on file prior to submitting the request to enroll in AgEd 498.

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication.

There is a similar program offered between the University of Idaho and the College of Southern Idaho. This program expansion will enable the University to serve students in the southwest region of the state and produce an educated citizenry to fill important roles in the agricultural industry.
Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

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

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

The demand for educational opportunities including degree programs at locations away from campus is increasing. This demand is created by students who are place-bound or placed by choice because of employment and/or family obligations and they have a need for continuing education and life-long learning. The proposed degree offering provides a mechanism for CWI associate degree students to continue their education and to satisfy their needs for continued education. Students earning this degree are generalists and should be able to find employment in a variety of local and regional agribusiness and food processing industries prominent in the state and region.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2011</td>
<td>Year 1 Fall 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2 Fall 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Spring 2012</td>
<td>Year 1 Spring 2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2 Spring 2010</td>
<td></td>
</tr>
<tr>
<td>BSU</td>
<td>M=26</td>
<td>M=14</td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>M=6</td>
<td>M=6</td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td>TF=8</td>
<td>TF=2</td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>TF=8</td>
<td>TF=2</td>
<td>100%</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
M= students participating in Moscow
TF= students participating in southeast region
*The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

It is anticipated that enrollment will increase because the program will be available more broadly within the state.

11. Provide verification of state workforce needs such as job titles requiring this degree.

Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation). Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Regional)</td>
<td>6,127 total jobs</td>
<td>6,218 total jobs</td>
<td>6,530 total jobs</td>
</tr>
<tr>
<td>State</td>
<td>21,910 total jobs</td>
<td>22,239 total jobs</td>
<td>22,573 total jobs</td>
</tr>
<tr>
<td>Nation</td>
<td>54,500 new jobs/year</td>
<td>54,500 new jobs/year</td>
<td>54,500 new jobs/year</td>
</tr>
</tbody>
</table>

Sources:
http://www.bls.gov/ooh/a-z-index.htm

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

Current employment in the agricultural industry was gathered from the Idaho Department of Labor website. Projected job openings (national) were gathered from a recent United States Department of Agriculture study.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Adding this degree program in the southwest region will stimulate the regional and state economy by providing more qualified employees, who are more highly productive.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.
In addition to employment needs the Agricultural Science, Communication and Leadership degree and courses are beneficial for students interested in service and lifelong learning.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.

The majority of the courses delivered for the off-campus ASCL program will be delivered through videoconferencing and online. UI instructors will utilize services provided by the Office of Distance and Extended Education (DEE). DEE helps answer questions about the design and creation of web-based classes for the Blackboard BbLearn course management system, and offers training and workshops for faculty looking to expand their use of online teaching resources. They are committed to offering quality, innovative, and student-centered courses and programs in which students and instructors participate in highly interactive and engaging learning activities that leverage Web-based technologies to achieve program and university learning objectives. The DEE website is a valuable marketing tool as it showcases distance delivered courses and programs. The College of Agricultural and Life Sciences will work with DEE to ensure that the off-campus programs are included on the DEE website.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. This question is not applicable to requests for discontinuance.

Expanding the Agricultural Science, Communication and Leadership program is consistent with the Idaho State Board of Education 2013-2017 Strategic Plan, specifically Goal 1: A WELL EDUCATED CITIZENRY, under Objective B: Higher Level of Educational Attainment- Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system. The implementation of this program directly affects the percent of Idahoans (ages 25-34) who have a college degree or certificate. (Benchmark: 60% by 2020).

Expanding this program is consistent with the University’s mission, core themes, and primary emphasis areas. The University of Idaho is committed to enhancing the scientific, economic, social, legal, and cultural assets of our state, and developing solutions for complex problems facing society. UI delivers this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

14. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

This request fits with the University's 2011-2015 Strategic Plan under Goal 1: Teaching and Learning; Objective A: Build adaptable, integrative curricula and pedagogies. Specifically, under Strategy seven: Develop increased learning opportunities for underserved or underrepresented communities
15. Is the proposed program in your institution’s 5-year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes  
No  

If not on your institution’s 5-year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

The College of Western Idaho Agricultural faculty and Advising Center will play a key role in promoting this program to current and potential students. Program promotion will be by word-of-mouth, online promotion, various marketing forums (posters, flyers, email, media sources) from student ambassadors enrolled in the program and from student graduates. In addition, the University of Idaho can assist with program promotion through various advertising avenues and through Extension outreach. It’s anticipated that some students will transfer from institutions other than CWI and UI so a strong online presence is essential for transfer students to learn about the program.

17. Program Resource Requirements. Using the Excel spreadsheet provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

The personnel needs to cover the CWI program will be covered by an internal reallocation of current personnel. The courses delivered will be taught by instructors who are currently teaching. In addition, there is a technician on staff who can monitor the videoconferencing courses.

Dr. Allison Touchstone, instructor in the Department of Agricultural Education and 4-H Youth Development, is housed at the Boise Center. She will assist with the delivery and management of this program. She will help to coordinate the printing of exams, quizzes, and materials, hand them out to students and arrange for: proctoring of exams, send completed exams to instructors, and give handouts to students in class. Dr. Touchstone will draw on assistance from Amanda Moore Kriwox, who has administered this program in Twin Falls for the past 8 years.

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.
**Administrative Expenditures**

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Projected Student Credit Hours</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yr. 1</td>
<td>Yr. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yr. 1</td>
<td>Yr. 2</td>
</tr>
<tr>
<td>Allison Touchstone</td>
<td>63,252.80</td>
<td>10 %</td>
<td>72*</td>
<td>120</td>
</tr>
<tr>
<td>Amanda Moore Kriwox</td>
<td>33,592.00</td>
<td>5%</td>
<td>72</td>
<td>120</td>
</tr>
</tbody>
</table>

* Assuming 12 credit hours per student/semester

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

**b. Operating Expenditures**

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

The cost for operating expenditures for travel and professional services, etc. should be very limited. The cost associated with delivering a course will be the responsibility of the College of Agricultural and Life Science’s Academic Programs Office at the University of Idaho. Decisions made will be closely tied to student enrollment.

**c. Capital Outlay**

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

University of Idaho students can use the College of Western Idaho library. CWI will be provided a list of University of Idaho students each semester and these students will have access to the library. In addition, UI students can use the UI library, including interlibrary loan, by accessing online resources and UI library resources can be mailed directly to their homes.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

There will be no additional costs for personnel, space, equipment, monographs, journals, and materials for this program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Students can utilize both College of Western Idaho and University of Idaho libraries. Off-campus students have access to UI library books through online resources and library resources can be mailed directly to them.
(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

There are several required courses that are offered through videoconferencing. These courses can be offered at the University of Idaho- Boise Center where the equipment and technicians are already available. If there is a need for laboratory use for a course, UI and CWI faculty can work together to arrange for space, equipment and assistance in a lab at CWI.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

As indicated above, it is anticipated that this program will be administered utilizing a reallocation of existing state appropriated funds. It is not anticipated that this program will have a detrimental effect on any of CALS programs.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

(5) Provide estimated fees for any proposed professional or self-support program.
Appendix A

OUTSIDE THE CLASSROOM

INTERN. Get practical experience. Completes an internship of six weeks to several months in an area related to your career goal. Real jobs have internships with farms and remote locations. Experience with agricultural businesses, livestock breed associations, university agricultural experiment stations, the United States Department of Agriculture, and the USDA/Agricultural Research Service.

STUDY ABROAD. Deepen your understanding of your major and the world. Go abroad to gain valuable knowledge of world agriculture, international business, environmental sustainability, political issues, and cultural diversity. Both CAES and the university’s International Programs Office offer a variety of opportunities that last from a week to several months.

GET INVOLVED. Network! Meet new people, both students, faculty, and advisors in student organizations. You can find others through these clubs and join a student organization. You can also make friends and make a difference on campus and in the community. COLLEGE Fairs and 4-H clubs offer opportunities to connect with agricultural-related clubs and organizations.

CAREER OPPORTUNITIES

Our graduates are highly sought after by employers. With starting salaries of up to $60K in government agencies, non-profits, organizations, and businesses. Here are few possible fields:

EXTENSION EDUCATOR: An extension educator provides an educational experience in agricultural, horticulture, family and consumer sciences, and related fields. They design and deliver programs and services to help people in their communities.

YOUTH DEVELOPMENT EDUCATOR: Provides leadership opportunities for youth development programs on local, county, regional, or state levels.

FIND OUT MORE ABOUT THE UNIVERSITY OF IDAHO AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP MAJOR.

University of Idaho
College of Agricultural and Life Sciences

AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP

This major is a good fit if you want a broad understanding of agriculture and the lure of more specialty areas.

FRESHMAN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
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SOPHOMORE

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<tr>
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JUNIOR

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SENIOR

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Total: 92 credits. Course offerings may change from year to year. Always check the current course catalog.

FACULTY

At field research stations from Moscow to Idaho Falls, our faculty solve Idaho’s agricultural problems. (Fellowships available)

COMMUNICATIONS SPECIALIST: Provide communications expertise and design communications products for agricultural businesses, commodity organizations, livestock breed associations, state departments of agriculture, or other government agencies.

AGRICULTURAL SALES REPRESENTATIVE: Sell agricultural products and services to an agricultural or other natural resource-based business or industry.

AGRICULTURAL ANIMALIST: Advise agricultural companies or government agencies on agricultural, livestock, or other natural resource-based business or industry.

FARM AND RANCH MANAGER: Manage the operations of farms and livestock operations.

PUBLICATIONS SPECIALIST: Prepare public relations campaigns and media materials for agricultural firms, organizations, or government agencies.

FELD REPRESENTATIVE: Sell products and provide services to customers or clients in your assigned territory.

MANAGER: Provide leadership in agricultural firms, commodity organizations, livestock breed associations, state and federal agriculture and natural resource agencies.

CONTINUE YOUR EDUCATION: Go on to graduate school in agricultural education, agricultural economics, business, or international relations.

TO LEARN MORE call (208) 885-2240.
www.uidaho.edu

ASSISTANT DIRECTOR, COLLEGE PRODUCING AND AGRICULTURE.
www.uidaho.edu

DEPARTMENT OF AGRICULTURAL EDUCATION & 4-H YOUTH DEVELOPMENT.

University of Idaho
College of Agricultural and Life Sciences

FALL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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</table>

SPRING

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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
Appendix B

As mentioned in question 4, existing courses at the University of Idaho have been identified as appropriate electives. Offering a variety of courses to off-campus students would enable students to self-select courses that will better prepare them for their particular interest in industry. The existing UI courses listed below could be offered at a distance to help serve the off-campus programs and students:

Table 1

*Existing courses to offer to off-campus ASCL programs*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Plsc 407</td>
<td>Field Crop Production</td>
<td>3 credits</td>
</tr>
<tr>
<td>Plsc 338</td>
<td>Weed Control</td>
<td>3 credits</td>
</tr>
<tr>
<td>Plsc 408</td>
<td>Cereal Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>AVS 305</td>
<td>Animal Nutrition</td>
<td>3 credits</td>
</tr>
<tr>
<td>AVS 471</td>
<td>Animal Disease Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Appendix C

John Foltz, Associate Dean for the College of Agricultural and Life Sciences
University of Idaho
Agriculture Science Building
605 Rayburn Street
Moscow, ID
83844-2331

October 12, 2012

Dear Dr. Foltz:

College of Western Idaho enthusiastically supports University of Idaho's proposal to offer an Agricultural Science and Communication Leadership baccalaureate program in the Treasure Valley. CWI and UI currently have a 2+2 agreement for students transferring from CWI's Agriculture Science program to the Agriculture Science and Communication Leadership program in Moscow. To have this baccalaureate degree offered on the CWI campus, or in close radius, would be a tremendous benefit to students of southwestern Idaho, many of whom are established in family farming and ranching operations. We believe that this population of students, already immersed in agricultural life, could be better served in this area. This program will help meet that need.

Please know that CWI will assist UI in any way we can to help facilitate a smooth transition for students continuing on this degree pathway. The community college partnership with the four-year universities in the state is extremely important to our mission, and we look forward to the opportunity for collaboration with UI on this project and future projects.

Sincerely,

David Shellberg
Vice President of Instruction and Student Services
College of Western Idaho

October 9, 2012
Page 12
**Program Resource Requirements.** Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 2013 FTE</th>
<th>FY 2014 FTE</th>
<th>FY 2015 FTE</th>
<th>Cumulative Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. New enrollments</td>
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<td>5</td>
<td>10</td>
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<tr>
<td>B. Shifting enrollments</td>
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### II. REVENUE

<table>
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<tr>
<th></th>
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<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
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<tr>
<td>1. Appropriated (Reallocation)</td>
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<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>2. Appropriated (New)</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>3. Federal</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Tuition</td>
<td>$18,636.00</td>
<td>$32,302.40</td>
<td>$67,089.60</td>
<td>$118,028.00</td>
</tr>
<tr>
<td>5. Student Fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Total Revenue** | $18,636.00 | $0.00 | $32,302.40 | $0.00 | $67,089.60 | $0.00 | $118,028.00 | $0.00 |

*Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.*
### III. EXPENDITURES

<table>
<thead>
<tr>
<th>A. Personnel Costs</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FTE</td>
<td>8005.0</td>
<td>8005.0</td>
<td>8005.0</td>
<td>24015.0</td>
</tr>
<tr>
<td>2. Faculty</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>3. Administrators</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Adjunct Faculty</td>
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<td>$0.00</td>
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</tr>
<tr>
<td>5. Instructional Assistants</td>
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<tr>
<td>6. Research Personnel</td>
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<tr>
<td>7. Support Personnel</td>
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</tr>
<tr>
<td>8. Fringe Benefits</td>
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<tr>
<td>9. Other:</td>
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</table>

**Total FTE Personnel and Costs**

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<tbody>
<tr>
<td></td>
<td>FY On-going</td>
<td>FY One-time</td>
<td>FY On-going</td>
<td>FY One-time</td>
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<tr>
<td>1. Travel</td>
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<tr>
<td>2. Professional Services</td>
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<tr>
<td>3. Other Services</td>
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<tr>
<td>4. Communications</td>
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<tr>
<td>5. Utilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Rentals</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. Repairs &amp; Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Materials &amp; Goods for Manufacture &amp; Resale</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>10. Miscellaneous</td>
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<td></td>
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</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
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<tr>
<td>FY</td>
<td>On-going</td>
<td>One-time</td>
<td>FY</td>
<td>On-going</td>
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</tr>
</tbody>
</table>

**C. Capital Outlay**

1. Library Resources
   - On-going
   - One-time
   - Cumulative Total: $0.00

2. Equipment
   - On-going
   - One-time
   - Cumulative Total: $0.00

**Total Capital Outlay**

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<thead>
<tr>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
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**D. Capital Facilities**

**Construction or Major Renovation**

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<tr>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
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</thead>
</table>

**E. Indirect Costs**

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<tr>
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<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
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<tbody>
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<td>$0.00</td>
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**TOTAL EXPENDITURES:**

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<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
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<tbody>
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</table>

**Net Income (Deficit)**

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<tr>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,636.00</td>
<td>$0.00</td>
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<td>$0.00</td>
<td>$67,089.60</td>
<td>$0.00</td>
<td>$118,028.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>
Articulation Agreement between

College of Southern Idaho
and
the University of Idaho

To create a clear pathway for students of College of Southern Idaho to transfer to and complete their baccalaureate degree at the University of Idaho (UI), this transfer agreement outlines transfer requirements, and provisions. This agreement does not guarantee admission to the university or to a specific program/major.

1. Upon completion of the Associate of Arts (A.A.), Associate of Science (A.S.), Associate in Arts and Sciences (A.A.S.), or other Associate Direct Transfer Agreements at College of Southern Idaho, accepted students will enter UI at junior status (58 semester credits or more).

2. Only non-remedial courses with a grade of D or better will be awarded credit by UI, but all coursework will be recorded on the student's transcript. Some UI programs may require a higher grade than D to receive credit for certain courses or requirements.

3. In completing the degree(s) specified above, students will have met all general education requirements at UI.

4. International Students who complete an A.A.S.-DTA, A.A., or A.S. will have met the English proficiency admission requirements of UI.

5. A baccalaureate degree requires a minimum of 120 semester (180 quarter) credits, and a student may count no more than 70 semester (105 quarter) community college credits toward the degree.

6. Students who matriculate at UI within 3 years of matriculating at College of Southern Idaho would be eligible to follow the articulation agreements in force when they attended College of Southern Idaho, subject to paragraph 8. Students are urged to maintain close contact with a UI advisor due to frequent changes in the programs and in the curriculum.

7. At least one administrative or faculty member from each institution will be appointed to act as agents for the implementation of this agreement, to speak for the institutions and to communicate changes to respective faculty members, advisors, counselors, and others to whom the information is pertinent. Both parties agree to communicate annually any changes in their respective programs that may affect this articulation agreement.
8. This agreement will remain in effect until a mutually agreed-upon change is deemed necessary. Occasionally conditions will arise and cause an agreement, or certain sections of an agreement, to be inoperative. These conditions could include, but not be limited to, changes in state law, changes in State Board of Education policy, changes in accreditation policy, changes or discontinuances in programs or other changes taking place at either institution. If such conditions arise, the unaffected paragraphs of this agreement will remain in full force and effect.

This agreement may be terminated by the UI or College of Southern Idaho with appropriate written notification. Each institution agrees to provide termination notice one year prior to the intended change.

The University of Idaho and College of Southern Idaho officially authorize this agreement on August 7, 2012, with the agreement becoming effective immediately.

Signed _______________ Date: 8-9-12
Provost

Signed _______________ Date: 08/07/12
Vice Provost

Signed _______________ Date: 7/26/2012
Registrar

College of Southern Idaho

Signed ___________________________ Date: ___________________________

Signed ___________________________ Date: ___________________________

Signed ___________________________ Date: ___________________________
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Provost

Signed ___________________________ Date: 08/07/12
Vice Provost

Signed ___________________________ Date: 7/10/12
Registrar

College of Western Idaho

Signed ___________________________ Date: __________________

Signed ___________________________ Date: __________________

Signed ___________________________ Date: __________________
October 9, 2012

To: Doug Baker  
Provost and Executive Vice President

From: John Hammel, Paul Joyce and John Foltz  
Provost and Executive Vice President

Subject: Correction of program misalignment

The College of Agricultural and Life Sciences would like to request correction of a misalignment that occurred as a part of the move of the Microbiology, Molecular Biology and Biochemistry program to the Department of Biological Sciences in the College of Science during 2010. The Medical Technology Program was moved as a part of that restructuring as were faculty lines between departments of both the College of Agricultural Life Sciences (CALS) and the College of Science. The misalignment has occurred due to the fact that the primary faculty member in charge of the program remains in the College of Agricultural Life Sciences, but the program moved to the College of Science.

In 2008, the MMBB department (which was a part of CALS at that time), in collaboration with the UI Coeur d’Alene campus, and the North Idaho Rural Health Consortium invested $20,000 to fund two laboratory benches and associated equipment to allow the Spokane based Providence Sacred Heart Medical Center (PSHMC) program to provide two positions specifically for University of Idaho students in the Medical Technology program. This investment was geared toward meeting the increasing demand for Medical Technologists available to rural hospitals in northern Idaho.

The University of Idaho is requesting only to administratively move the existing Medical Technology program back to the College of Agricultural Life Sciences from the College of Science to correct this misalignment. No other changes will be made to the program and students will be better served from the program being housed within the college of the primary support faculty.

Thank you for your consideration of this request.
# Idaho State Board of Education

## Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>August 20, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Business and Economics</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Business</td>
</tr>
</tbody>
</table>

### Program Identification for Proposed New, Modified, or Discontinued Program:

<table>
<thead>
<tr>
<th>Title:</th>
<th>Marketing Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Minor</td>
</tr>
<tr>
<td>Method of Delivery:</td>
<td>On-campus and Web-based</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar)</td>
<td>52.1401</td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicate if the program is:</th>
<th>Regional Responsibility</th>
<th>Statewide Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Indicate whether this request is either of the following:

- X New Program (minor/option/emphasis or certificate)
- Discontinuance of an Existing Program/Option
- New Off-Campus Instructional Program
- Consolidation of an Existing Program
- New Instructional/Research Unit
- Expansion of an Existing Program
- Contract Program/Collaborative
- Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
</tbody>
</table>

| Graduate Dean (as applicable) | Date |
| State Administrator, SDPTE (as applicable) | Date |

| Chief Fiscal Officer (Institution) | Date |
| Academic Affairs Program Manager | Date |

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

| President | Date |
| SBOE/OSBE Approval | Date |

*August 20, 2012*
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   This request is for the creation of a marketing minor that will be managed by the Department of Business in the College of Business and Economics. The minor utilizes existing courses offered by a variety of programs, but the minor is not directly tied to any existing program. The purpose of the minor is to offer students an opportunity to broaden their major by incorporating formalized marketing coursework into their degree program. The minor would be available to all students at the University of Idaho.

   The proposed marketing minor would broaden the number of business-related minors available to students pursuing undergraduate degrees at the University of Idaho. Currently, the University of Idaho offers business-related minors in the following:
   - **Accounting** (available to all University of Idaho students)
   - **Advertising** (available to all University of Idaho students)
   - **Agribusiness** (available to all University of Idaho students)
   - **Business** (not available to students majoring within the College of Business and Economics or other college business options such as foreign language/business option)
   - **Economics** (available to all University of Idaho students; offered by the College of Letters, Arts and Social Sciences with coursework delivered predominantly by the College of Business and Economics),
   - **International Business** (available only to students majoring in the College of Business and Economics),
   - **Public Relations** (available to all University of Idaho students)

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   The marketing minor would be available to all students at the University of Idaho. The discipline of marketing focuses on processes that organizations use to identify and serve the needs and wants of consumers.

   The objectives of the marketing minor include:
   1. Provide students with the fundamental understanding of how marketing strategies are planned, implemented, and monitored for effectiveness.
   2. Gain understanding and skills in specific functional areas of marketing, such as marketing research, sales and promotions, pricing, products, distribution, among others.

   The minor has the potential to enhance career prospects for students whose major incorporates dimensions of marketing.

   With regard to meeting specific “industry needs,” marketing is a critical component of successful entrepreneurship. Thus, increasing the marketing knowledge base of college graduates has the potential to increase entrepreneurial activity in the State of Idaho.
From a broader perspective, the expected learning outcomes and achievements for students pursuing a marketing minor will be very similar to those for all College of Business and Economics academic programs, which include:

1. Critical Thinking. Students pursuing the minor will develop capacities for inquiry, abstract logical thinking, inductive and deductive reasoning, and critical analysis as it relates to marketing management.
2. Problem Solving. Students pursuing the minor will learn to deal with uncertainty and ambiguity and be able to identify and solve structured and unstructured problems in a variety of business settings.
3. Time Management. Students pursuing the minor will develop the ability to set priorities, cope with limited resources, and organize work to meet tight deadlines.
4. Moral/Ethical Reasoning. Students pursuing the minor will be able to identify ethical issues and apply a value-based reasoning system to ethical questions, including ethical problems relevant to business.

Learning outcomes and achievements specific to the discipline of marketing that will be expected of students pursuing a marketing minor include:

1. Students pursuing the minor will understand the fundamental concepts of marketing and the role of marketing as it applies to both organizations (e.g., businesses, nonprofits, governmental agencies) and society.
2. Students pursuing the minor will develop an understanding of the ethical, legal, social, and technological forces that impact decision making in marketing.
3. Students pursuing the minor will know how to develop marketing strategies and tactics based on the integration of product, price, promotion, and place objectives.
4. Students pursuing the minor will gain the capacity to formulate marketing strategies that incorporate demographic, psychological, and sociological factors that influence target groups.
5. Students pursuing the minor will develop a capability to collect, process, and analyze relevant market data to make informed decisions.
6. Students pursuing the minor will understand marketing issues and problems and provide alternative solutions based on examination of relevant marketing information.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. This question is not applicable to requests for discontinuance.

The undergraduate degree programs in the College of Business and Economics at the University of Idaho are accredited by the Association to Advance Collegiate Schools of Business (AASCB). Less than five percent of the world’s 13,000 business programs have earned AACSB accreditation. AACSB standards require regular, on-going assessment of academic programs. AACSB, however, does not accredit minors. Thus, the proposed marketing minor will be closely monitored by CBE faculty and administration ensure program quality.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

The marketing minor will not require the addition of any new courses. The minor is structured on the use of existing and regularly offered marketing-oriented courses.
5. Please provide the program completion requirements and attach to this proposal as Appendix A. This question is not applicable to requests for discontinuance.

See attached Appendix A for Marketing Minor completion requirements.

<table>
<thead>
<tr>
<th>Credit hours required in major:</th>
<th>Credit hours required in minor:</th>
<th>Credit hours in institutional general education or core curriculum:</th>
<th>Credit hours in required electives:</th>
<th>Total credit hours required for completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

The proposed marketing minor is similar to marketing minors offered by Boise State University, Idaho State University, and Lewis-Clark State College. Though the proposed minor is similar to marketing minors offered elsewhere in the state, it is generally not the practice of students to enroll into a particular institution because of the availability of an academic minor; rather, students typically choose a academic institution based (to some extent) on the degree (i.e., major) that they intend to pursue.

The proposed marketing minor differs from marketing minors offered by peer state institutions in that it is composed of an interdisciplinary curriculum; namely, the proposed marketing minor consists of several marketing-oriented courses offered outside of the College of Business and Economics.

The rationale for offering a marketing minor at the University of Idaho, which is consistent with peer state institutions offering a marketing minor, is to provide an academic program area that can be used to complement existing degrees (i.e., majors) offered at the institution, thereby making graduates more competitive when pursuing employment in the workforce.

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>B.B.A.; Minor</td>
<td>None</td>
<td>General Marketing</td>
</tr>
<tr>
<td>CSI</td>
<td>A.A. in Bus.</td>
<td>None</td>
<td>General Marketing</td>
</tr>
<tr>
<td>CWI</td>
<td>A.A.S.; A.T.C.; T.C.</td>
<td>None</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>EITC</td>
<td>A.A.S.</td>
<td>None</td>
<td>Marketing &amp; Management</td>
</tr>
<tr>
<td>ISU</td>
<td>B.B.A.; Minor</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>LCSC</td>
<td>Minor</td>
<td>None</td>
<td>General Marketing</td>
</tr>
<tr>
<td>NIC</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>UI</td>
<td>B.S.</td>
<td>None</td>
<td>Marketing – General Emphasis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marketing-Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emphasis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marketing – PGA Option</td>
</tr>
</tbody>
</table>
7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

Enrollment projections were determined utilizing two methods, one being external and the other internal. The external-based method consisted of directly contacting the appropriate representatives at BSU, ISU, and LCSC to request the total number of students enrolled in their respective marketing minors. The total number of students reportedly enrolled in these institutions’ marketing minor was as follows:

- **BSU:** 60 (non-Business students only; based on Spring 2012 enrollment)
- **ISU:** 15 (based on average of Fall 2010 and Fall 2011 enrollments)
- **LCSC:** 69 (based on Fall 2011 enrollment)

The internal-based method consisted contacting the administrators and coordinators of five programs at the UI that are academically allied to the marketing program. These individuals were asked to provide an estimate the number of freshman through senior students in their respective programs would likely enroll in the proposed marketing minor. Their estimates were as follows:

- Agricultural Economics and Rural Sociology: 10
- Career and Technical Education: 8
- Family and Consumer Sciences: 5
- Food Science: 5
- Journalism, Advertising, and Mass Media: 30

Using the number of students enrolled in the accounting minor and economics minor as a gauge, we expect approximately 20 students in the College of Business and Economics would pursue the proposed marketing minor. Therefore, given the above information, we believe that the total enrollment in the proposed marketing minor at the end of year four will be within the range of 55 to 80 students.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

An estimate of full-time enrollment in the marketing minor from the time of implementation and the following three years is expected to be approximately:

- **Year 1:** 25-35 enrolled
- **Year 2:** 35-45 enrolled, 5-10 graduates
- **Year 3:** 45-55 enrolled, 11-14 graduates
- **Year 4:** 55-80 enrolled, 14-20 graduates

Given information provided by Boise State University’s Institutional Assessment Office, the graduation rate for the BSU marketing minor is approximately 40 percent, which is 12 nominal percentage points higher and 42 percent higher than their institutional graduation rate of 28 percent. We expect the graduation rate for the proposed marketing minor to be similar in nature to those experienced by Boise State University. Specifically, the graduation rate for the marketing minor is expected to be, at a minimum, equal to the overall graduate rate at University of Idaho, which is reported by the institution to be 53 percent. It is more likely, however, that the graduation rate will approach 70 percent.
Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Year 1 Previous</td>
<td>Year 2 Previous</td>
</tr>
<tr>
<td>BSU</td>
<td>60</td>
<td>138</td>
<td>88</td>
</tr>
<tr>
<td>CSI</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>CWI</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>EITC</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ISU</td>
<td>22</td>
<td>11</td>
<td>--(^b)</td>
</tr>
<tr>
<td>LCSC</td>
<td>69</td>
<td>--(^b)</td>
<td>--</td>
</tr>
<tr>
<td>NIC</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>UI</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

\(^a\) Averaged over three years of data provided.
\(^b\) Data requested either not tabulated by institution or not provided upon request.

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The proposed marketing minor is not expected to negatively impact enrollments of any undergraduate degree programs at the University of Idaho; a similar minor offered by our peer institution, Boise State University, has had no impact on enrollments in their undergraduate degree programs. The proposed marketing minor could slightly reduce the enrollments in other minors offered by the University of Idaho. However, the proposed marketing minor is not expected to affect the viability of other minors with respect to enrollment numbers.

The proposed marketing minor could assist the University of Idaho in achieving its enrollment goals by offering students that have an interest in marketing but wish to pursue a degree (i.e., major) in another college a pathway to achieve their academic goals.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. This question is not applicable to requests for discontinuance.

Not applicable. This notice of intent request is for the creation of a marketing minor and not a program that grants a degree (i.e., a minor is not defined as a degree). As stated previously, one purpose of the proposed marketing minor is to enhance/supplement existing degree programs being granted by the University of Idaho – especially those degree programs most closely aligned to the discipline of marketing.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.
<table>
<thead>
<tr>
<th>Region</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The proposed marketing minor will not be delivered exclusively through distance education, though several courses composing the minor are currently offered through distance education. The following courses included in the proposed minor that are currently offered through distance education are:

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 321</td>
<td>Bus 321</td>
<td>Bus 321</td>
</tr>
<tr>
<td>CTE 413</td>
<td>CTE 413</td>
<td>Stat 422</td>
</tr>
<tr>
<td>Econ 272</td>
<td>Econ 202</td>
<td>FCS 448</td>
</tr>
</tbody>
</table>

12. **Describe how this request is consistent with the State Board of Education's strategic plan and institution’s role and mission.** *This question is not applicable to requests for discontinuance.*

The proposed marketing minor is consistent with the Strategic Plan of the State Board of Education’s (SBOE) in that the minor is fully expected to provide opportunities for individual advancement [SBOE Strategic Plan Goal 1] and “foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative” [SBOE Strategic Plan Goal 3].

The proposed marketing minor is consistent with the University of Idaho’s role and mission in that it is geared to “promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in … the professions.” Through the pursuit of a marketing minor, students enrolled in allied undergraduate degree programs will be able to better contribute to economic development by understanding the role of marketing as it applies to their degree discipline and/or career. In addition, students majoring in programs outside the College of Business and Economics will increase classroom diversity (i.e., discipline diversity) within existing courses composing the marketing minor. It is expected that this increase of discipline diversity will have a long-term positive influence with respect to the careers of graduates obtaining the minor, as well as a positive impact in the classroom learning environment.
13. **Describe how this request fits with the institution’s vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Teaching &amp; Learning</td>
<td>The proposed marketing minor is primarily focused toward those students seeking undergraduate degrees in allied curriculums (i.e., those undergraduate degree programs that lead to professions with a strong relationship with the marketing discipline).</td>
</tr>
<tr>
<td>Objective A: Build adaptable, integrative curricula and pedagogies.</td>
<td>Proposed Program Plans to Achieve the Goal</td>
</tr>
<tr>
<td>Strategy 5: Expand opportunities for professional education.</td>
<td>The proposed marketing minor is primarily focused toward those students seeking undergraduate degrees in allied curriculums (i.e., those undergraduate degree programs that lead to professions with a strong relationship with the marketing discipline).</td>
</tr>
<tr>
<td>Goal 1: Teaching &amp; Learning</td>
<td>The proposed marketing minor will increase the number of students in marketing courses that are not majoring in marketing within the College of Business and Economics. This will enhance student learning in marketing courses by increasing the diversity of degree programs students represent within the classroom.</td>
</tr>
<tr>
<td>Objective B: Develop integrative learning activities that span students’ entire university experience.</td>
<td>Objective C: Be a community committed to productivity, sustainability, and innovation.</td>
</tr>
<tr>
<td>Strategy 5: Increase opportunities for student interaction and interdisciplinary cooperation.</td>
<td>The proposed marketing minor is expected to result in a increase the level engagement between academic programs across the University of Idaho campus that consist of a marketing element in their curriculum.</td>
</tr>
<tr>
<td>Goal 4: Community &amp; Culture</td>
<td>Proposed Program Plans to Achieve the Goal</td>
</tr>
<tr>
<td>Objective C: Be a community committed to productivity, sustainability, and innovation.</td>
<td>The proposed marketing minor is expected to result in a increase the level engagement between academic programs across the University of Idaho campus that consist of a marketing element in their curriculum.</td>
</tr>
<tr>
<td>Strategy 2: Develop and promote activities to increase collaboration with new and unique partners.</td>
<td>The proposed marketing minor is expected to result in a increase the level engagement between academic programs across the University of Idaho campus that consist of a marketing element in their curriculum.</td>
</tr>
</tbody>
</table>

14. **Is the proposed program in your institution’s Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes ____  No  ____

If not on your institution’s Five-Year plan, provide a justification for adding the program.

Note that this NOI request began its approval process prior to final presentation and approval of each states institution’s Five-Year Plan (Final Five-Year Plans are to be presented to the SBOE full board on August 22-23, 2012). The proposed marketing minor does *not* appear on the University of Idaho’s five-Year Plan.

Despite the marketing minor’s absence on the University of Idaho’s Five-Year Plan, we believe there is strong justification for approving this NOI request. First, the demand for a marketing minor at the University of Idaho is strong.

Second, the additional resources required to support a marketing minor are very minimal:
- No new courses are needed to successfully deliver the minor.
- No new classroom or administrative office resources are required to deliver the minor.
- No new faculty are required to deliver the minor.
- No new faculty or staff are required to manage the minor. The advising responsibilities for the minor will reside with one faculty member within the marketing area of the College of Business and Economics.

Third, the advantages of offering the marketing minor are numerous, including:
- The minor provides a point of differentiation for students entering the job market.
- The minor increases the capacity utilization rate of classrooms (i.e., reduction in “empty seats”).
The minor increases the visibility of the College of Business and Economics across the University of Idaho campus.

The minor creates partnerships across various units on the University of Idaho campus (e.g., AgEcon, CTE, JAMM, FCS)

The minor provides an “attraction factor” for students interested in marketing but wanting to pursue a degree (i.e., major) in another discipline.

In the process of obtaining enrollment figures from peer institutions within the state, we received unsolicited written support for the University of Idaho marketing minor NOI from individuals managing the marketing minors offered by Boise State University ("I think offering the [marketing] minor is a great idea") and Idaho State University ("it is a good long-term strategy for servicing the rest of campus"). Thus, it appears that the proposed marketing minor is not perceived to be in competition with the marketing minors offered by peer institutions – rather it is viewed as a program to service and enhance other units on the University of Idaho campus.

15. 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). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Like the majority of minors offered on the University of Idaho campus, the proposed marketing minor will be marketed predominantly within the institution through direct contact with faculty and administrators of programs most closely allied to the marketing discipline in order to create awareness of the minor. Informational fliers/checksheet will also be prepared – one for advisors and another for students – providing information concerning requirements of the minor and the opportunities that a marketing minor creates. Given the number of inquiries that the College of Business and Economics advising team and marketing faculty receive concerning whether or not a marketing minor is offered by the college, we do not believe there will be a challenge in building the marketing minor into a viable, self-sustaining program.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The proposed marketing minor requires no additional resources apart from what is already allocated by the institution to deliver current marketing degree curricula. In addition, no existing resources would have to be reallocated to deliver the proposed marketing minor. Specifically:

- No new faculty/instructors are required to deliver the proposed marketing minor.
- No new courses will need to be created and staffed to deliver the proposed marketing minor since the minor will utilize existing courses.
- No additional administrative support will be required to deliver the proposed marketing minor.
- No physical laboratory space or research-related equipment is required to deliver the proposed marketing minor.
### A. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Appropriated (Reallocation)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Appropriated (New)</td>
<td>$0.00</td>
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</tr>
<tr>
<td>3. Federal</td>
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<tr>
<td>4. Tuition</td>
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<td>$0.00</td>
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</tr>
<tr>
<td>5. Student Fees</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</table>

### B. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
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<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Personnel</td>
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<tr>
<td>2. Operating</td>
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<tr>
<td>3. Equipment</td>
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<tr>
<td>4. Facilities</td>
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<tr>
<td>5. Other (Specify)</td>
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<td>$0.00</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
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<tr>
<td><strong>Net Income (Deficit)</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

One-time is defined as one-time funding in a fiscal year and not part of the base.
APPENDIX A

Marketing Minor

Econ 202  Principles of Economics or
Econ 272  Foundations of Economic Analysis (3-4 cr)

Bus 321  Marketing (3 cr) or
Bus 345  Business Operating Decisions (3 cr)

Four courses selected from the following (12 cr):
AgEc 302  Agricultural Economics II (3 cr)
AgEc 333  Introduction to Sales (3 cr)
Bus 324  Buyer Behavior (3 cr)
Bus 420  Promotional Strategy (3 cr)
Bus 421  Marketing Research and Analysis (3 cr)
Bus 422  Personal Selling and Sales Force Management (3 cr)
Bus 424  Pricing Strategy and Tactics (3 cr)
Bus 425  Retail Distribution Management (3 cr)
Bus 426  Marketing Channels Management (3 cr)
Bus 427  Services Marketing (3 cr)
Bus 495  Product Development and Brand Management (3 cr)
CTE 413  Retail Merchandising and Market Education (3 cr)
Econ 453  Econometrics (3 cr)
FCS 323  Evaluation of Apparel and Textiles (3 cr)
FCS 448  Consumer Economic Issues (3 cr)
ForP 425  Forest Products Marketing (3 cr)
FS 489  Food Product Development (3 cr)
JAMM 452  Public Relations Campaign Design (3 cr)
JAMM 466  Advertising Campaign Strategy (3 cr)
Stat 422  Sample Survey Methods (3 cr)
DATE: 10/17/12

TO: Provost Doug Baker

FROM: Dean Mark Elison Hoversten, FASLA, AICP

SUBJECT: Name Change Proposal for BFA Studio Art

The faculty of Art and Design have proposed changing the name of the BFA degree from BFA in Studio Art to BFA in Studio Art and Design to better reflect the actual course offerings and degree. I completely support their proposal.

Currently BFA students can pursue a studio emphasis in painting, sculpture, printmaking, photography/digital imaging, graphic design, or interaction design. Approximately ½ of the BFA students are currently working in the design areas. Therefore it is important to add design to the degree name.

This will also help with recruiting as many students interested in the field of graphic design and interaction design have difficulty locating the major under studio art and therefore do not know that graphic design is offered at the University of Idaho.

We have checked with our accrediting agency, NASAD the national Association of Schools of Art and Design and understand that this change will be in compliance with their regulations.

The College Curriculum committee voted and approved this change on 10/8/12

Sincerely,

Mark Elison Hoversten, FASLA, AICP
Calendar Discussion Summary

The proposal going forward to UCC is to adjust the 2013-2014 academic calendar to adhere to previous practice of aligning with the WSU and NIC calendars. An alternative calendar has been proposed to start a week later. The decision to be made affects only the Fall Semester of the 2013-2014 calendars. Any discussion about other changes in calendar policy and for future calendars should be a separate discussion. The two choices are to begin on August 19 and end on December 13 or to begin on August 26 and end on December 20. In 2013 Summer Session will end on August 2 and Spring Semester 2014 will begin on January 15, 2014.

<table>
<thead>
<tr>
<th>Calendar 1</th>
<th>Calendar 2</th>
</tr>
</thead>
</table>

**Benefits**

- Aligns with WSU and NIC
- Ends early enough for student travel home
- Allows ample time for end-of-term processes such as grade entry, academic standing and notification, staff availability to help students, transcripts issues, financial processing and college appeals.

**Benefits**

- Allows for later start
- Student earn more at summer jobs
- Student firefighters have an additional week without missing classes
- Depending on season, may align better with students working harvests
- Better for research timelines
- Better fit for campus and end of summer
- May be possible to compress finals into four days saving one day.

**Disadvantages**

- Students lose a week for work
- Especially difficult for student firefighters and farm workers
- May impact research timelines
- More classroom time in unconditioned rooms
- Campus feels like we are “losing” summer.

**Disadvantages**

- The university is closed the next working day after finals
- The date grades are due is a university holiday and grade due date must be changed
- A decision must be made whether grades are due before Christmas or delayed until after break
- Late grades cannot happen
- Timelines for notification and appeals for academic standing need adjustment the holiday break
- College and registrar staff will need to be available when the university is closed if processes are to happen during the holiday break
- Decision must be made about when students are notified of disqualification (January 3rd at the earliest if grades are delayed or December 24 if grades are due the weekend after finals
- Limited time to both wrap-up the fall semester and to prepare for the beginning of spring semester
- UI students taking WSU coop courses would need to arrive a week early and make housing arrangements.
Idaho institutions schedules for Fall 2013

<table>
<thead>
<tr>
<th>Fall 2013 Semester</th>
<th>NIC</th>
<th>BSU</th>
<th>LCSC</th>
<th>ISU</th>
<th>CSI</th>
<th>EITC</th>
<th>CWI</th>
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<tbody>
<tr>
<td>Fall Term End</td>
<td>12/13/2013</td>
<td>12/19/2013</td>
<td>12/19/2013</td>
<td>12/20/2013</td>
<td>12/19/2013</td>
<td>12/13/2013</td>
<td>12/19/2013</td>
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<tr>
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<td>(not yet approved)</td>
<td></td>
<td>(not yet approved)</td>
<td></td>
<td>(not yet approved)</td>
<td></td>
<td>(not yet approved)</td>
</tr>
</tbody>
</table>