University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #26

3:30 p.m. - Tuesday, April 19, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2015-16 Faculty Senate Meeting #25, April 12, 2016 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Spring 2016 Graduates (vote)

VI. Unfinished Business and General Orders.

   Faculty Affairs
   • FS-16-059: FSH 3050 – Faculty Position Description – form only (vote)
     o FAC’s version (seconded motion)
     o Senate Chair version (proposed amendments)

VII. Committee Reports.

   University Curriculum Committee:
   • FS-16-061 (UCC-16-044): Regulation J (Bird)(vote)
   • FS-16-062 (UCC-16-043): Law Expansion in Boise (Seamon)(vote)

VIII. Special Orders.

IX. New Business.

   • FS-16-064: FSH 2800 – Student Fees (Foisy/Mahoney)
     Thesis/Dissertation Defense Deadlines (Jeffery)

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #25
FS-16-059; 061; 062; 063; 064
Present: Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Dallas, Hiromoto (Idaho Falls), Hrdlicka, Jeffery, Kang, Latrell, Mahoney, Nicotra, Perret, Stoll (w/o vote), Teal, Stevenson for Wiencek (w/o vote), Wolf. Absent: Adams, Boschetti, Flores, Folwell, Foster, Godfrey (Coeur d’Alene), LaPrath, Murphy, Staciesiak, Wiencek (w/o vote). Guests: 3

Chair Teal called meeting #25 to order at 3:32. A motion (Chung/Dallas) to approve the minutes from the April 5th meeting passed without objection.

Chair’s Report: Chair Teal noted that the results of Senate elections are due this Friday April 15th.

Provost’s Report: Vice Provost Jeanne Stevenson encouraged faculty and staff to participate in the Cultural Literacy and Competency Conference which begins on Wednesday.

FS-16-018 rev: FSH 3710—Leave Policy. The Faculty Secretary explained that the proposal from Faculty Affairs is what is on the table for consideration. The Provost Office after consulting with the General Counsel’s Office and Human Resources (HR) have expressed some concerns and offered an alternative proposal. That proposal has been distributed to the Senate. Chair Teal invited Debra Ellers from the General Counsel’s Office to explain the differences between the two proposals.

Ms. Ellers stated the only substantive change between the Provost’s Office version and the proposal from FAC, involves changing the point of eligibility for parental leave from the date of employment to six months. (See E-1 in alternative proposal). She explained that allowing an employee to become eligible for parental leave when they are hired would put the hiring manager in a difficult position. Having a person eligible for parental leave on hire might be burdensome operationally and put additional stress on those already employed to cover for a new hire taking parental leave. Moving the date of eligibility to six months (180 days) would mean that we would be past the probation period for most employees. A reasonable number of new hires do not make it past their probation period. While she understood that the purpose of the policy was to be family friendly, the President felt that this generous benefit should not be made available to those who haven’t made it past probation. Ms. Ellers also raised the point that under this policy it might be possible for a person to get 24 weeks of parental leave. She also stated that the wording in M-3 had been altered to clarify that, rather than the University deciding who the “primary caregiver” is, the couple should decide. Faculty Secretary Crowley commented that this was the intent of the FAC proposal.

A Senator raised a question as to why the provision in E-4 requiring thirty days’ notice was added. Ms. Ellers stated that this language came from FMLA and would provide HR reasonable lead time. However, if the leave was not foreseeable, providing thirty days’ notice would not be required. A Senator noted that this would appear to be a procedural requirement’ not policy, and unnecessary to be in the Faculty-Staff Handbook (FSH).

Another Senator asked if under E-1 (1) an employee has a child join his or her family before the elapsing of the waiting period could the employee then take parenting leave (which is permitted within 12 months after the child joins the family)? Ms. Ellers confirmed that this was permitted under the policy.

Another Senator asked what would happen if an employee who was recently hired became pregnant and had to have an emergency C-section. Ms. Ellers replied that the person would either have to be granted a personal unpaid leave, or perhaps might be told that the position would have to be filled and they would have to reapply at a later date. The Senator suggested that this would be discriminatory. Ms. Ellers stated that it wouldn’t be discriminatory because attendance is a job requirement. If someone in this situation can’t attend and doesn’t have leave, than that person doesn’t have job protection. She noted that it would be up to the unit supervisor to decide and conceded that a faculty member might be treated differently than some staff.

Senator Brandt made a motion (Brandt/Mahoney) that the Provost version be substituted for the FAC version. This motion passed 16-2-3. The Senate then voted to pass the amended version of FSH 3710. This passed 13-3-5.
FS-16-059: FSH 3050—Faculty Annual Evaluation and Position Description Forms. Chair Teal introduced forms for faculty annual evaluation and position descriptions. He also introduced a proposed new form for “additional increased compensation.” The faculty annual evaluation form in the Senate packet was passed by FAC as a pilot form for next year. Chair Teal introduced a slightly different version of the form, also intended as a pilot for next year. The difference between the two versions include whether or not the position description percentages are included, and differences in formatting and arrangement of check boxes. Questions and comments from Senators included:

- How well did the pilot form work this year? Chair Teal stated that he had received nothing but positive comments.
- How many faculty used the new forms this year? Around 55 faculty used the new forms this year. The relatively low number apparently was due to the late date the new form was introduced into the process. Many departments were already well into the process when the forms were introduced.
- Some Senators raised concerns about the move away from numbers, to a narrative evaluation. One Senator stated a department chair felt the narrative form would create problems during the tenure and promotion process. More generally some expressed the view that narrative evaluations were too open to reinterpretation, while the numbers were more tangible. The usefulness of the narratives would be very dependent on the chair.
- Various Senators expressed support for the move away from numbers to a formative narrative-based system. There was a belief that the current system led to rankings that undermined morale. Numerical scores tended to be reductionist, and could also be subject to reinterpretation. The scores gave a false sense of impartiality, since the scores didn’t mean the same thing across colleges.
- A concern was raised about whether deans and department chairs might pressure faculty against using the new forms. There was a sense that this occurred this year, although that might have been due to when the new forms were introduced.
- How would the narratives relate to compensation without the numbers? Chair Teal stated that he wasn’t sure in the current system how compensation occurred. The intent of the new compensation form was to require a justification for increased compensation. The form would not be filled out for CEC, but would be for merit and equity.
- There was considerable discussion about the extent to which the numbers in the current evaluation system were closely related to merit raises. This discussion was difficult in part because of the scarce number of years in which merit money was really available.
- There was a short discussion about whether faculty would have the ability to opt in, or opt out, of the pilot process. There seemed to be a consensus that faculty should have the opportunity to opt-in to using the narrative system. It was clarified that FAC intended this to be a pilot project from which we can receive feedback about how well it worked. It was also noted that if the narrative form was adopted on a continuing basis, that changes to the FSH would have to occur.

Eventually a motion (Latrell/Mahoney) was offered to adopt the narrative style form as a pilot project for one year. Faculty would be able to choose whether to use the new form, or not. The motion also included the suggestion that a survey should be developed to obtain feedback on how well the new system worked. This proposal passed without objection.

With the concept of using the narrative system accepted, the discussion turned to which version of the form should be adopted. A motion (Hrdlicka/Latrell) was made to create a hybrid between the two forms. The proposal would put the position description percentages on the alternative annual evaluation form proposed by the Chair. This motion passed without objection.

Adjournment: A conversation started on the new position description form. However, with the 5 o’clock hour approaching, and our quorum diminishing, it was agreed to put this discussion off until next week. Instead a motion to adjourn passed unanimously at 5:02 pm.

Respectfully submitted,

Don Crowley, Faculty Secretary and Secretary to the Faculty Senate
FACULTY POSITION DESCRIPTION

Faculty Name: [Space for name]
Title/Rank: [Space for title/rank]
V Number: [Space for V number]
Unit(s): [Space for unit(s)]
Administrative Title: [Space for administrative title] (if applicable)

Overall description of responsibilities and goals by category:

- Teaching & Advising: 60%
- Scholarship & Creative Activities: 30%
- Outreach & Extension: 5%
- University Service & Leadership: 5%

Faculty Member: I agree that this is a reasonable description of my responsibilities to the University of Idaho for the forthcoming calendar year.

______________________________
Signature of Faculty Member    Date

☐ Interdisciplinary/Center Activities: Attach narrative.¹

Unit Administrator(s): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

______________________________
Signature of Unit Administrator    Date

______________________________
Signature of Additional Unit Administrator    Date
(e.g. joint appointments [if applicable])

College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

______________________________
Signature of Dean    Date

¹ If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).
FACULTY POSITION DESCRIPTION

ENTER CALENDAR YEAR for review period:______

Faculty Name:  
Title/Rank:  
Unit(s):  
V Number:  
Administrative Title:  
(if applicable)

Overall description of responsibilities and goals by category:

- Teaching 60%
- Research 30%
- Outreach 5%
- Service 5%

Faculty Member: I agree that this is a reasonable description of my responsibilities to the University of Idaho for the forthcoming calendar year.

Signature of Faculty Member    Date

☐ Interdisciplinary/Center Activities: Attach narrative.

Unit Administrator(s): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Unit Administrator    Date

Signature of Additional Unit Administrator    Date
(e.g. joint appointments [if applicable])

College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Dean    Date

1 FSH 3050
2 Instructors will provide syllabi to their unit offices at the beginning of each term for courses for which they are responsible. Each syllabus should include expected learning outcomes for the course and should describe an example of how at least one learning outcome is assessed.
3 If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).
UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
July 2011

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batz) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011 section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609, 3638). [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:
A. General
B. Annual Leave
C. Sick Leave
D. Holidays
E. Military Leave
F. Leave for Court Required Service and Voting
G. Leave for Campaigning for or Service in Public Office
H. Administrative Leave
I. Academic Transitional Leave
J. Terminal Leave
K. Shared Leave
L. Family Medical Leave
M. Service member Family and Medical Leave [add. 2-08]
N. Personal Leave
O. Extended Family Medical Leave
P. Leave for Professional Improvement
Q. Exceptions

A. GENERAL

A-1. The University of Idaho (hereinafter referred to as University) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [Q; APM 55.09, 55.07, 55.38, FSH 3120, 3720 and 6230] [ed. 2-08, 7-10]

A-2. The term “leave” refers to an employee’s absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

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

A-4. Separation from employment or the term terminating employee refers to an employee’s separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the University or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

\[\text{a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.}\]

\[\text{b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous University service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].}\]

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. \[\text{rev. 7-15}\]

A-8. Leave may not be taken on an employee’s first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

\[\begin{align*}
\text{a. completing application for leave and providing medical evidence and other requested information;} \\
\text{b. abiding by any and all return-to-work restrictions; and} \\
\text{c. returning to work following expiration of approved leave.}
\end{align*}\]

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate University policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½ day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule. Exempt employees (full-time FLSA) who work at least four (4) hours in a day will be paid regular pay for the full day. If they work fewer than four (4) hours, the difference will be charged to the appropriate accrued leave category unless alternative work has been performed in conjunction with an approved flexible schedule. With respect to full-time FLSA exempt employees who accrue annual or sick leave, an employee working a minimum of four (4) hours in a day will be paid regular pay for the full day. If the employee works fewer than four (4) hours, the difference should be charged to the appropriate accrued leave category. Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.
A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official University leave records. [ed. 7-10]

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] [ed. 7-10]

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

- a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] [ed. 7-10]

- b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] [ed. 7-10]

- c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee’s dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee’s classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .04625 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee’s supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to University.

Leave Accrual Example:

Annual leave accrues based only on hours worked.

62 hours worked times .04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.
UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3710: Leave Policies for All Employees

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee’s option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. See E-3 Parenting Leave for the requirement to use sick leave prior to use of annual leave with the exception of parenting adoption [C]-[D]. [RGPP II.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor’s written approval. Both the employee’s vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. [ed. 7-10f]

   a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

   b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employee separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment. Employees whose salaries are funded by grants or contracts are expected to use all annual leave earned while paid from the grant or contract before the expiration of the grant or contract or termination of employment (see APM 55-09 C-11).

Employees funded on grants or contracts are expected to use all earned annual leave during the appointment before expiration of the grant(s) or contract(s). Employees separating employment upon the expiration or termination of a grant or contract, will be required to use annual leave before their last day of employment. The unit will be responsible for the payout of funds for any earned annual leave the employee fails to take before the expiration of the grant/contract (see APM 55-09 C-1). [ed. 7-10f]

In the event of an employee’s death, payment is made to his or her estate. The effective date of the employee’s separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee, Executive Director for Human Resources or designee, has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or Human Resources Director or designee and unit administrator and shall be treated as terminal leave [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave.
balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, Human Resources Director, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of \( \frac{0.0462}{0.04625} \) for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy. [ed. 2-08]

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee’s own illness, injury, or childbirth that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event; but can be extended if there are special circumstances. The unit administrator and the AVP Director for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and
from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee’s supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month to month.

f. Parenting/Adoption. Up to ten (10) days of sick leave may be used during an approved family medical leave for either parent for parenting as defined in L-5 of this policy. In the case of adoption, the child must be younger than 18 years of age and may not be a stepchild.

g. Organ Donation. Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human donation organ donor during an approved family medical [L] or personal leave [N].

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set reasonable attendance standards (see also FSH 3250 flextime/flexplace). Documentation may be required and medical evidence to be submitted to HR to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee’s own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire, a medical certification form, and FML application. A failure to comply with a request to complete and return the absence questionnaire, medical certification form and/or the FML application (if applicable), within a reasonable period of time, may result in absence without pay and/or disciplinary action, up to and including dismissal from employment (as provided in relevant university policies [see FSH 3910, 3920 and 3930]).

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the unused portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] [ed. 7-10]

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. [ed. 2-08]
D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

- 20 hours per week / 5 = 4 hours of holiday pay
- 25 hours per week / 5 = 5 hours of holiday pay
- 30 hours per week / 5 = 6 hours of holiday pay

D-5. The University embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the University’s official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official University holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. MILITARY LEAVE. When an employee goes on military leave it is not considered a break in service.

E-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to one hundred twenty (120) hours fifteen (15) working days per calendar year in a twelve (12) month period for active duty or military training. Leave for state of Idaho military duty or training is limited to one hundred twenty-five (125) hours within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for full-pay while on paid military leave. When called to active duty or training, the University will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the University any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their University pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during according to the applicable plan documents the fifteens (15) working days, the one hundred twenty (120) hours of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. Instead of taking military leave, an employee may request annual leave. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] [ed. 7-10]

E-2. Any employee who is called to active duty and/or is required to serve more than fifteen one hundred twenty (45-120) hours working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an
approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

**E-3.** An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave. An employee may choose to use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits at any time.

**E-4.** Military leave beyond the first one hundred twenty-five (120) hours working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue and are subject to the applicable benefits. Based on the University’s current Summary Plan Document at the time of reinstatement, contact Benefit Services. Summary Plan Document in effect at the time of leave and/or reinstatement. Contact Benefit Services at (208) 885-3638 for specific information or view the Summary Plan Document (SPD) on the benefits website at www.uidaho.edu/benefits for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, or at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

**E-5.** When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

**E-6.** An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war.

**E-7.** Upon reinstatement to active UI employment, the employee’s health plan will resume as if their employment had not been interrupted.

**E-8.** In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the UI University.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the UI university or department, or if the person’s employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the UI university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the UI university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the UI university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the UI university with written timely notification of intent to return to their position. The UI university may require documentation that the person’s application for reemployment is timely and that the person’s discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor’s Veterans’ Employment & Training Services (VETS) (www.dol.gov/vets.)
E-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave when the 120 hours per E-1 have been exceeded. Upon reinstatement to active UI employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documentsimmediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The University will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive University service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

E-10. The University will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

F. LEAVE FOR COURT REQUIRED SERVICE AND VOTING.

F-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the University. [RGPP II.1.5.a.2; APM 55.09] [ed. 7-10]

F-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.1.5.a.]

F-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

G. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE.
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G-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

G-2. It is the Board of Regent’s intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP III.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

H. ADMINISTRATIVE LEAVE.

H-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

H-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the University will benefit as a result of such leave. [RGPP III.5.d; 3470 B [ed. 7-10]

H-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees’ Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

H-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President’s Office or Provost’s Office, as appropriate must be notified.

H-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as “ADL” on the time/leave record and in the payroll system.

H-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular University business hours in the event that the employee’s services are required or he/she is otherwise requested to return to work.

H-7. Under certain circumstances, the University may require the use of accrued annual leave and/or compensatory time.

H-8. Administrative Leave with Pay. When the president or designee makes a decision to close, cancel classes, or postpone the opening the University, employees will be authorized Administrative Leave with pay. When approved, employees will enter hours as follows for emergency closure days:

Classified and PERSI eligible TH will enter the hours they would have worked. Exempt and faculty enter leave if leave taken is more than 4 hours and will record leave only if they were out more than 4 hours.

(i) (TH) Temporary Help (PERSI Eligible only) – enter hours regularly scheduled but not worked due to the closure under the Administrative Leave code, up to 8 hours

(ii) Classified – enter hours not worked due to closure under the Administrative Leave code, up to 8 hours

(iii) Exempt & Faculty – enter hours not worked, if over 4, due to closure under the Administrative Leave code, up to 8 hours.

I. ACADEMIC TRANSITIONAL LEAVE.

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I-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the University, must be approved by the provost, and approved by the president or designee.

I-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the Executive Director of Human Resources or designee.

J. TERMINAL LEAVE.

J-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer’s discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for University retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the University.

J-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee’s share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee’s pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

J-3. The University may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

K. SHARED LEAVE.

K-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. [See FSH 3710 L-5 below and APM 55:07 C-3 for conversion of donated leave to shared leave] [ed. 7-10, 7-15]

K-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave. Employees for benefits under the who fall under the (Does not include those only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) or otherwise are not eligible for they do not qualify for shared leave under University policy.

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition K-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below in (K-2.a.1) but and when time away will not be compensated by paid leave or wage replacement programs such as disability and workers’ compensation benefits.

b. 1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the University, and qualify as a serious health condition as defined by family medical leave [L] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.
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2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations.

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient.

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient for shared leave. If an employee applies for shared leave within the first year of employment, any shared leave approved must be in the form of direct donations, up to the benefit maximum. If an employee receives shared leave during the first year of their employment with UI, and does not return to active service for at least one full year after completion of their leave, they will be expected to repay the compensation they received, unless this requirement is waived by the president.

c. Disability Income. To be eligible for shared leave for the employee’s own medical condition that is expected to last longer than 30 days, employees must first apply for wage replacement benefits that may be available through workers’ compensation or disability coverage. In cases of job-related injuries, employees must first apply for wage replacement through workers’ compensation programs. Once such benefits begin, eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs. Shared leave cannot be claimed when time away will be paid through wage replacement programs such as disability and workers’ compensation benefits.


a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient.

b. Shared leave donations are restricted to direct donation when the donor’s annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor’s account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor’s account before any balance is taken from the shared leave pool. (ed. 7-11)

c. Leave donations made for a specific individual will be drawn from donors’ accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor’s annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient’s shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared leave pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

d. Shared leave donations may not cause the donor’s annual leave balance to fall below forty (40) hours at the time the donation is processed unless the donor is terminating active employment with the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). [7-15]

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a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee’s regular percentage of appointment prorated based on employee’s FTE.

c.b. Recipients of shared leave from the shared leave pool will receive the benefit on a first-come, first-serve basis as the pool balance must not fall below zero dollars. If funds are unavailable from the shared leave pool, then the recipient would be required to solicit direct donations.

c. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

K-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient’s account and subtracted as hours from the donor’s annual leave balance.

b. Recipients Conversion. The recipient’s hours of shared leave need is multiplied by the recipient’s hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. a. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay, the department typically has received funding for the duration of the employee’s full appointment. If an employee is absent without pay, the department would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the employee’s pay to employees who will receive leave from shared leave donations.

b. Conversion for direct donations. Hours donated by an employee for a specific recipient are calculated at the donor’s hourly rate and converted to dollars that will be distributed to the recipient using the recipient’s hourly rate. Donors should be aware that if the conversion value from donated hours is greater than the intended recipient uses, any unused dollars will go into the Shared Leave Pool.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

L. FAMILY MEDICAL LEAVE.

L-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter;

b. the placement of a son or daughter with the employee for adoption or foster care; [rev. 7-15]

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee’s own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.
The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy.

L-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid, unless the employee chooses to use any combination of compensatory time, annual leave, or shared leave (if eligible; K). [rev. 2-08]

L-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave.

L-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis.

L-5. Definitions.

a. “Serious health condition” is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer’s, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

L-6. Health benefits continued during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee’s share of cost for health coverage is the amount that is typically payroll-deducted for the employee’s own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.
L-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

L-8. If there are reasonable circumstances to support that an employee’s absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

L-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

L-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee’s intermittent or reduced leave schedule.

L-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to-work release from the health care provider is required before an employee absent due to his or her own serious health condition may return to work.

L-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

L-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

   a. Shared leave (if granted) may be used for the disability period related to childbirth.

   b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

L-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. [rev. 7-15]

L-15. If the university obtains information from a credible source, such as the workers’ compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

   a. revoke leave;

   b. not grant leave;

   c. require new evidence to support the leave request;

   d. require the employee to return to work if the leave is not substantiated; and/or

   e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.
L-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

L-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

M. SERVICE MEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member’s service in the Armed Forces (Service member Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee’s rights and obligations to service member family and medical leave are governed by the general family medical leave policy. [add. 2-08]

M-1. Definitions: The following definitions are applicable to this section of the policy.

a. “Eligible employee” is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.

b. “Next of kin” is the nearest blood relative of a family member who is in the Armed Forces.

c. “Covered family member” means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

d. A “covered veteran” is an individual who was a member of the armed forces (including a member of the National Guard or reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period before the first date the eligible employee takes FMLA leave to care for the covered veteran.

(i). An eligible employee must begin leave to care for a covered veteran within 5 years of the veteran’s active duty service, but the “single 12-month period” may extend beyond the 5-year period.

M-2. Leave Entitlement: Eligible employees are entitled to take service member family and medical leave for any one, or for a combination of the following reasons:

a. Any “qualifying exigency” (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a “contingency operation,” and/or

b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the armed forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member’s office, grade, rank or rating.

c. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the armed forces (or existed before the beginning of the member’s active duty and
was aggravated by service in the line of duty on active duty in the armed forces) and manifested itself before or after the member became a veteran and is:

i. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank, or rating; or  

ii. A physical or mental condition for which the covered veteran has received a U.S Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or  

iii. A physical or mental condition that substantially impairs the covered veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or  

iv. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the U.S Department of Veteran’s Affairs Program of Comprehensive Assistance for Family Caregivers.

M-3. Duration of service member family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.  

b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.  

c. Concurrent leave: service member family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

N. PERSONAL LEAVE, [rem. 2-08]  

N-1. Any employee not covered by another uUniversity leave type within this policy may request a personal leave of absence.  

N-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved as an exception and only when doing so meets the business needs of the uUniversity. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] [ed. 7-10]

N-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

N-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee’s time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the uUniversity.

N-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.15.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee’s unit or program.

N-6. When a personal leave of absence is granted, the uUniversity assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have
N-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

N-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits may continue to contribute toward and receive the benefits of the institution’s insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP III.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] [ed. 7-10]

N-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] [ed. 7-10]

N-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

O. EXTENDED FAMILY MEDICAL LEAVE. [ren. 2-08]

O-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

O-2. EFML and other options for an employee’s return to work following an approved family medical leave must be coordinated through Benefit Services approved by in consultation with the supervisor, and are granted at the discretion of the University, but are not guaranteed. EFML may not exceed a total absence period of twelve (12) consecutive months. [ed. 2-08]

O-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

O-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: [ed. 2-08]

a. the date in which all sick leave will be exhausted; or

b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.
All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. [ed. 2-08]

O-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

O-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a retired or as a retiree eligible for any tier of University retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree’s share of the cost for their own University medical coverage. [FSH 3730]

O-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

   a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

   b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

   c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks. www.hr.uidaho.edu/benefits]

O-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

O-9. During EFML, the University may require reasonable periodic re-certification and updates regarding the employee’s medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The University, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

O-10. When an employee’s own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

O-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the University has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

P. LEAVE FOR PROFESSIONAL IMPROVEMENT. [ren. 2-08]
P-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the University and the employee.

P-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant’s administrative supervisor, and with the approval of the Dean/ Director and the Provost/President, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

P-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.[rev. 2-16]

P-4. Persons granted leave under this policy are expected either to return to the active service of the University for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the University for the period of professional improvement leave granted.

P-5. The employee must submit a report to the supervisor, the Dean/Director, and the Provost/President regarding his or her developmental experience upon return to active work status.

P-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

Q. EXCEPTIONS. [ren. 2-08]

Q-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the University. The respective unit administrator, the AVP for Human Resources or designee, and the President or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the Director AVP for Human Resources or designee for further consideration of all approvals.
J - General Requirements for Baccalaureate Degrees

Candidates for baccalaureate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

J-1. Credit Requirements.

J-1-a. Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b. A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for independent study, bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-3. Subject Requirements. (General Education Curriculum and Learning Outcomes). First-year students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise.

The faculty of the University of Idaho has adopted the following university-wide learning outcomes, which broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide a basis for ongoing assessment to continuously improve teaching and learning.

1. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

A central component of this preparation is the requirement that a student working toward a baccalaureate degree must complete the necessary course work in the six categories described below (J-3-a through J-3-f). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 109, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English, equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category, Public Speaking. Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.
Written English. Students who receive a passing grade in any of the six English classes included in the general education are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.

2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

J-3-b. Natural and Applied Science (8 cr, from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, Biol 102L Biology and Society and Lab (4 cr)*
Biol 114 Organisms & Environments (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Chem 101 Introduction to Chemistry I (4 cr)
Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 cr)
Envs 101 Introduction to Environmental Science, and Envs 102 Field Activities in Environmental Sciences (4 cr)*
Geog 100, Geog 100L Physical Geography and Lab (4 cr)*

J-3-c. Mathematics, Statistics, or Computer Science (3 cr). These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

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

CS 112 Computational Thinking and Problem Solving (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3-d. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines). The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanities Courses:
AmSt 301 Studies in American Culture (3 cr) D
Arch 151 Introduction to the Built Environment (3 cr)
Art 100 World Art and Culture (3 cr) I
Art 205 Visual Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr) I
Art 302 Modern Art and Theory (3 cr) I
Art 382 History of Photography (3 cr) I
Art 407 New Media (3 cr)
Dan 100 Dance in Society (3 cr)
Engl 175 Introduction to Literary Genres (3 cr)
Engl 221 History of World Cinema I (3 cr) I
Engl 222 History of World Cinema II (3 cr) I
Engl 257 Literature of Western Civilization (3 cr)
Approved Social Science Courses:

- Anth 100 Introduction to Anthropology (3 cr)
- Anth 220 Peoples of the World (3 cr) D
- Anth 261 Language and Culture (3 cr) I
- Anth 329 North American Indians (3 cr) D
- Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
- Anth 462 or LAS 462 Human Issues in International Development (3 cr) I

Comm 233 Intercultural Communication (3 cr)
Comm 335 Intercultural Communication (3 cr) I
Comm 410 Conflict Management (3 cr)
CSS 235 or For 235 Society and Natural Resources (3 cr)
Econ 201 Principles of Macroeconomics (3 cr)
Econ 202 Principles of Microeconomics (3 cr)
Econ 272 Foundations of Economic Analysis (4 cr)
EDOL 301 Learning, Development, and Assessment (3 cr)
FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)
FLEN 307 The European Union (3 cr) I
FLEN 308 European Immigration and Integration (3 cr) I
Geog 165 Human Geography (3 cr) I
Geog 200 World Regional Geography (3 cr) I
Geog 365 Political Geography (3 cr) I
Hist 101 History of Civilization (3 cr) I
Hist 102 History of Civilization (3 cr) I
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr) D
Hist 180 Introduction to East Asian History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 380 Disease and Culture: History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460 Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America’s Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
IS 325 The Contemporary Muslim World (3 cr) I
IS 326 Africa Today (3 cr) I
IS 350 Sport and International Affairs (3 cr) I
PoIS 101 Introduction to Political Science and American Government (3 cr) D
NRS 125 Introduction to Conservation and Natural Resources (3 cr)
PoIS 205 Introduction to Comparative Politics (3 cr) I
PoIS 237 International Politics (3 cr) I
PoIS 275 American State and Local Government (3 cr)
PoIS 331 American Political Parties and Elections (3 cr)
PoIS 332 American Congress (3 cr)
PoIS 333 American Political Culture (3 cr) D
PoIS 338 American Foreign Policy (3 cr) I
PoIS 360 Law and Society (3 cr) D
PoIS 381 Western European Politics (3 cr) I
Psyc 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr) D
Soc 230 Social Problems (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 336 Comparative Criminal Justice Systems (3 cr) I
Hist 315 or LAS 315  Comparative African-History 111  Introduction to U.S. History (3 cr)
Engl 380  Introduction to U.S. Ethnic Literatures (3 cr)
EDCI 302  Teaching Culturally Diverse Learners (4 cr)
Technology (3 cr)
CORS 232 Science on Your Plate: Food Safety, Risks and
Comm 432  Gender and Communication (3 cr)
Anth 350 or Soc 350  Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
CORS 232 Science on Your Plate: Food Safety, Risks and
Technology (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)

Approved American Diversity Courses:
AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 422, Anth 422, or ReIS 422 Plateau Indians (3 cr)
AIST 478 Tribal Nation Economics and Law (3 cr)
AIST 484 or Engl 484 American Indian Literature (3 cr)
AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
CORS 232 Science on Your Plate: Food Safety, Risks and
Technology (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)

Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 414 History and Film (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
ID 443 Universal Design (3 cr)
JAMM 340 Cultural Diversity and the Media (3 cr)
JAMM 445 History of Mass Media (3 cr)
MusH 410 Studies in Jazz History (3 cr)
Psyc 101 Introduction to Political Science and American Government (3 cr)
Psyc 333 American Political Culture (3 cr)
Psyc 335 American Interest Groups & Social Movements (3 cr)
Psyc 360 Law and Society (3 cr)
Psyc 468 Civil Liberties (3 cr)
Psyc 315 Psychology of Women (3 cr)
Psyc 419 Adult Development and Aging (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Political Protest (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
WmSt 201 Introduction to Women's Studies (3 cr)

Approved International Courses:
AgEc 481 Agricultural Markets in a Global Economy (3 cr)
AgEc 406 Exploring International Agriculture (3 cr)
Anth 220 Peoples of the World (3 cr)
Anth 261 Language and Culture (3 cr)
Anth 462 or LAS 462 Human Issues in International Development (3 cr)
Arbc 101 Elementary Modern Standard Arabic I (4 cr)
Arbc 102 Elementary Modern Standard Arabic II (4 cr)
Art 100 World Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
Chin 110 Elementary Chinese I (4 cr)
Chin 112 Elementary Chinese II (4 cr)
Chin 210 Intermediate Chinese I (4 cr)
Chin 212 Intermediate Chinese II (4 cr)
Comm 335 Intercultural Communication (3 cr)
CSS 493 or LAS 493 International Land Preservation and Conservation Systems (3 cr)
Econ 446 International Economics (3 cr)
Econ 447, AgEc 447, or LAS 447 Economics of Developing Countries (3 cr)
Engl 221 History of World Cinema I (3 cr)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Hist 442</td>
<td>The Medieval Church: Europe in the Early and High Middle Ages (3 cr)</td>
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<td>The Medieval State: Europe in the High and Late Middle Ages (3 cr)</td>
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<td>Hist 445</td>
<td>Medieval English Constitutional and Legal History: 1066-1485 (3 cr)</td>
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<td>Tudor-Stuart Britain 1485-1660 (3 cr)</td>
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<td>Europe in the Age of the Revolution, 1770-1880 (3 cr)</td>
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<td>Modern Europe (3 cr)</td>
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<td>Anti-Semitism and the Holocaust (3 cr)</td>
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<td>History of the Middle East (3 cr)</td>
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<td>Hist 458</td>
<td>Military History (3 cr)</td>
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<td>Hist 460</td>
<td>Conspiracies and Secret Societies in History (3 cr)</td>
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<td>Hist 466</td>
<td>Eastern Europe Since 1774 (3 cr)</td>
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<td>Hist 467</td>
<td>Russia to 1894 (3 cr)</td>
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<td>Hist 468</td>
<td>Russia and Soviet Union Since 1894 (3 cr)</td>
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<td>Hist 481</td>
<td>America's Wars in Asia (3 cr)</td>
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<td>Hist 482</td>
<td>Japan, 1600 to Present (3 cr)</td>
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<td>Hist 484</td>
<td>Modern China, 1840s to Present (3 cr)</td>
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<td>Chinese Social and Cultural History (3 cr)</td>
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<td>Africa Today (3 cr)</td>
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<td>IS 350</td>
<td>Sport and International Affairs (3 cr)</td>
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<td>IS 370</td>
<td>African Community, Culture, and Music (1-3 cr)</td>
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<td>Global Media (3 cr)</td>
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<td>Japn 303</td>
<td>Japanese Speaking (3 cr)</td>
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<td>LArc 390</td>
<td>Italian Hill Towns and Urban Centers (3 cr)</td>
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<td>MusH 420</td>
<td>Studies in World Music (3 cr)</td>
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<td>Phil 367</td>
<td>Global Justice (3 cr, max.arr)</td>
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<td>PolS 205</td>
<td>Introduction to Comparative Politics (3 cr)</td>
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<td>PolS 381</td>
<td>European Politics (3 cr)</td>
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<td>PolS 420</td>
<td>Introduction to Asian Politics (3 cr)</td>
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<td>PolS 441</td>
<td>Genes and Justice (3 cr)</td>
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<td>PolS 449</td>
<td>World Politics and War (3 cr)</td>
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<td>PolS 480</td>
<td>Politics of Development (3 cr)</td>
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<td>PolS 487</td>
<td>Political Violence and Revolution (3 cr)</td>
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<td>Soc 336</td>
<td>Comparative Criminal Justice Systems (3 cr)</td>
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<td>Soc 340</td>
<td>Social Change &amp; Globalization (3 cr)</td>
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<td>Power, Politics, and Society (3 cr) (3 cr)</td>
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<td>Culture and Institutions of Spain (3 cr)</td>
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<td>LAS 306 Culture and Institutions of Latin America (3 cr)</td>
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<td>Span 308</td>
<td>Proficiency in Reading (3 cr)</td>
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<td>Span 310</td>
<td>Spanish for Professions (3 cr)</td>
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<td>Span 401</td>
<td>LAS 401 Readings: Spanish Literature (3 cr)</td>
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<tr>
<td>Span 402</td>
<td>LAS 402 Readings: Spanish American Literature (3 cr)</td>
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<td>Span 411</td>
<td>Chicano and Latino Literature (3 cr)</td>
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<tr>
<td>Span 412</td>
<td>Spanish Short Fiction (3 cr)</td>
</tr>
<tr>
<td>Span 413</td>
<td>Spanish American Short Fiction (3 cr)</td>
</tr>
<tr>
<td>Span 419</td>
<td>Latin America Theatre Through Literature (3 cr)</td>
</tr>
</tbody>
</table>
J-3-f. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways).

It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior. One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below. *

Approved Senior Experience Courses:

AgEd 478 Advanced Agribusiness Management (3 cr)
AgEd 471 Senior Capstone in Agricultural Education (1 cr)
AgEd 498 Internship (1-10 cr, max 10)
Anth 410 Research Methods in Anthropology (3 cr)
Arch 453 Architectural Design V (6 cr)
Art 410 Professional Practices (2 cr)
Art 490 BFA Art/Design Studio (6 cr, max 12)
Art 491 Information Design (3 cr, max 9)
Art 495 BFA Senior Thesis (2 cr, max 4)
AVS 450 Issues in Animal Agriculture (1 cr)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
BAE 491 Senior Seminar (1 cr)
Biol 405 Practicum in Anatomy Laboratory Teaching (2-4 cr. Max 8)
Biol 407 Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408 Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411 Senior Capstone (2 cr)
Biol 495 Research in Molec/Cell/Dev Biology (cr arr)
Biol 496 Research in Ecology and Evolution (cr arr)
Biol 497 Research in Anatomy and Physiology (cr arr)
Bus 490 Strategic Management (3 cr)
CE 494 Senior Design Project (3 cr)
Chem 452 Environmental Management and Design (3 cr, max arr)
Chem 409 Proseminar (1 cr)
CS 481 CS Senior Capstone Design II (3 cr)
CSS 475 Conservation Management and Planning II (4 cr)
ECE 481 EE Senior Design II (3 cr)
ECE 483 Computer Engineering Senior Design II (3 cr)
Econ 490 Economic Theory and Policy (3 cr)
Engl 440 Client-Based Writing (3 cr)
Engl 490 Senior Seminar (3 cr)
EDCI 401 Internship Seminar (1 cr)
EDCI 485 Secondary Internship (15 cr)
Enter 438 or PISC 438 or SOLL 438 Pesticides in the Environment (3 cr)
EnVs 497 Senior Research (3 cr)
FCS 401 Professional Ethics and Practice in CFCS (1 cr)
FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)
FCS 486 Nutrition in the Life Cycle (3 cr)
FCS 497 Internship Preschool (cr arr)
Fish 418 Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
FL 401 MLC International Experience (1 cr)

For 424 Forest Dynamics and Management (4 cr)
For 427 Prescribed Burning Lab (3 cr)
FS 489 Food Product Development (3 cr)
Geog 493 Senior Capstone in Geography (3 cr)
Geol 490 Field Geology II (3 cr)
Hist 401 Seminar (cr arr)
ID 452 Interior Design VI (6 cr)
Intr 401 Career and Leadership Development (2 cr)
IS 495 International Studies Senior Seminar (3 cr)
JAMM 448 Law of Mass Media (3 cr)
LArc 480 The Emerging Landscape (3 cr)
Math 415 Cryptography (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MMBB 401 or Biol 401 Undergraduate Research (1-4 cr, max 8)
MMBB 497 or Biol 491 Practicum in Teaching (2 cr)
MusA 490 Half Recital (0 cr)
MusA 491 Recital (0 cr)
MusC 481 Senior Thesis in Music Theory I (1 cr)
MusC 490 Senior Recital (0 cr)
MusH 481 Senior Thesis in Music History II (1 cr)
MusT 432 Practicum: Music Teaching (14 cr)
MvSc 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
OrgS 410 Capstone Project in Organizational Sciences (1-6 cr, max 6)
Pep 498 Internship in Exercise Science & Health (cr arr)
Phil 490 Senior Seminar (3 cr)
Phys 407 Communicating Science (1 cr)
PolS 490 Senior Seminar (3 cr)
Psyc 415 History and Systems of Psychology (3 cr)
Rec 498 (s) Internship in Recreation, Parks, and Tourism (cr arr)
REM 456 Integrated Rangeland Management (3 cr)
RMat 495 or Bus 495 Product Development and Brand Management (3 cr)
Soc 460 Capstone: Sociology in Action (3 cr)
Soc 461 Capstone: Justice Policy Issues (3 cr)
Soc 462 Senior Practicum (3 cr)
Soc 463 Criminology Abroad (3 cr)
The 483 Senior Capstone Project (2 cr)
VTD 457 Capstone Design Studio I (6 cr)
WLF 492 Wildlife Management (4 cr)

*Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits.
MEMORANDUM

TO: UCC and Faculty Senate
FROM: Mark L. Adams, Dean
RE: First-Year Finances
DATE: April 11, 2016

As of the current date, the College of Law has asked the central university administration to seek a legislative appropriation of $732,000 in ongoing funding and $174,000 in onetime funding for FY18.

Onetime funding for FY18 is for relocation costs of three faculty members from Moscow to Boise, recruiting costs for new positions in Boise, marketing costs for first-year in Boise, and upgraded classroom technology in Room 104 in Moscow.

In addition to positions listed, ongoing funding includes cost of increased travel between two locations, internet connection cost in the ILJLC, funding for library in Boise, and expanded IT needs.

Alternatively, the College is requesting an internal allocation to support the proposal. In order to meet ABA requirements, such allocation is needed to support the hiring of an Associate Director of Admissions in Boise, a Director of Academic Success in Boise, and a faculty member to teach Legal Research and Writing in Boise.
## Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
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<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 Law</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>n/a</td>
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### Program Identification for Proposed New or Modified Program:

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Expansion of JD program by addition of 1st-year courses in Boise</th>
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<tbody>
<tr>
<td>Degree:</td>
<td>JD Degree Designation Undergraduate X Graduate</td>
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<tr>
<td>Indicate if Online Program:</td>
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<td>CIP code (consult IR /Registrar):</td>
<td>22.0101</td>
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<td>Proposed Starting Date:</td>
<td>August 21, 2017</td>
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<td>Geographical Delivery:</td>
<td>Location(s) Boise Region(s)</td>
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<tr>
<td>Indicate (X) if the program is/has:</td>
<td>Self-Support X Professional Fee</td>
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<tr>
<td>Indicate (X) if the program is:</td>
<td>Regional Responsibility X Statewide Responsibility</td>
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**Indicate whether this request is either of the following:**

- New Degree Program
- Consolidation of Existing Program
- Undergraduate/Graduate Certificates (30 credits or more)
- New Off-Campus Instructional Program
- Expansion of Existing Program
- Other (i.e., Contract Program/Collaborative)

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<tr>
<th>Role/Title (Institution; as applicable)</th>
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<td>College Dean</td>
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<tr>
<td>Graduate Dean or other official</td>
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<td>FVP/Chief Fiscal Officer</td>
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<td>Provost/VP for Instruction</td>
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<tr>
<td>President</td>
<td></td>
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<tr>
<td>Vice President for Research (Institution; as applicable)</td>
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<tr>
<td>Academic Affairs Program Manager, OSBE</td>
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<tr>
<td>Chief Academic Officer, OSBE</td>
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<tr>
<td>SBOE/Executive Director Approval</td>
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</table>
Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This document seeks the Board's approval to expand curricular offerings at the Boise campus of the University of Idaho College of Law by offering first-year law courses at that campus. If approved, this expansion completes the dual-location model that the University has been developing with the Board’s approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both.

By way of background, in August 2008, the University of Idaho sought approval from the Board of Regents/State Board of Education to establish a branch location of the College of Law in Boise, as a second place for delivery of the J.D. degree, in addition to the existing location in Moscow. In response, the State Board passed the following motion:

“A motion to authorize the University of Idaho to expand its offerings in Boise to a full third year curriculum and to include a legislative appropriation in the FY 2010 budget for this expansion. The Regents recognize the statewide mission of the University of Idaho for legal education. The University is instructed to revisit the issue of funding and support for a full dual location model, including a full three year branch curriculum in Boise, to continue collaboration with the Idaho Supreme Court on the Idaho Law Learning Center with respect to those programs to be delivered in Boise, and return to the Regents for further discussion.”

In accordance with the Board’s 2008 motion and following approval (formally known as “acquiescence”) by the American Bar Association – which serves as the accrediting agency for the College of Law – the College implemented a full third-year curriculum in Boise in fall 2010, relying on a combination of College and central university funds. In further accordance with the Board’s 2008 motion, the College and central university officials continued planning for a full dual-location model.

On August 16, 2012, the Board voted conditionally to approve the University’s appropriation request of $400,000 to expand its offerings in Boise to include a full second-year curriculum – the condition being that the expansion itself be approved by the Board. The Board gave that approval in October 2012.

Implementation of the second-year curriculum in Boise was delayed. The delay occurred because the Governor did not include the University’s base funding request of $400,000 in his FY2014 budget request, and because the College’s enrollment predictions did not match actual enrollments, due to a nationwide downturn in the volume of law school applications. The
Governor did include the University’s base funding request of $400,000 in his FY2015 budget, however, enabling implementation of the Board-approved second-year curriculum in fall 2014.

In fall 2015, the College relocated from the University’s Boise Water Center to the former Ada County Courthouse, which had been renovated and renamed the Idaho Law and Justice Learning Center (ILJLC). The ILJLC is a multipurpose facility that houses:

- The College of Law in Boise
- The Idaho State Law Library
- The Idaho Supreme Court’s judicial education and training facilities
- Public civil outreach and education space

As stated above, this document contains the University’s request to complete the dual-location model by expanding the College of Law curriculum in Boise to include the first-year law curriculum along with the existing second- and third-year curriculum. The proposed first-year curriculum thus does not create a new program. Rather, it is an addition to the existing curriculum at the Boise campus that will enable students to matriculate at the Boise campus, and to complete all course requirements for the J.D. degree, without having to spend their first year at the Moscow campus. At the same time, the two locations will be part of a fully integrated unitary program. Students in each location will be able to take course work and engage in co-curricular activities at the other location through state-of-the-art distance-education technology. Faculty at each location will collaborate using that same technology and through frequent visits to the other campus. Finally, students who matriculate at the Moscow campus will be able to relocate to the Boise campus after their first year, and again after their second year of coursework, to take advantage of the experiential education opportunities and networking opportunities that abound in Boise. Students at each location do public service, as well, by participating in externships with public agencies and engaging in the 50 hours of pro bono legal service (under attorney supervision) required to earn the J.D. degree.

Completion of the dual location model furthers the University’s statewide mission to provide public legal education in Idaho by offering an affordable, high-quality J.D. program in a rural setting, on the University’s main campus, and in a metropolitan setting, at the State’s seat of government.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

   List the job titles for which this degree is relevant:
1. Lawyers

2. Judicial Law Clerks

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<th>Federal DOL data</th>
<th>Other data source: (describe)</th>
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<td>Nation</td>
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Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

All jobs in the United States requiring a law license entail passage of a state bar examination. Qualification to sit for a state bar examination, in turn, requires – in Idaho and nearly all other States – a Juris Doctor degree from an accredited law school. In addition to jobs requiring law licenses (“law license jobs”), many jobs either require or favor holders of a JD degree, even if those jobs do not require a law license; these are known as “J.D.-advantage jobs.”

Although the availability of law license jobs softened during the “Great Recession,” Idaho graduates were not as adversely affected as their national counterparts, and the prospects for law school graduates seems to have rebounded somewhat at both the national and state level. At the national level, data for law students graduating in 2014 – the most recent group for which reliable data is available – showed an overall employment rate of 86.7% 10 months after graduation, which reflected an increase of 2% over 2013. The overall employment rate for students graduating from the University of Idaho College of Law in 2014 was 90.24% (compared to the national rate of 86.7%), an increase of 1.4% over 2013. The U.S. Department of Labor’s Bureau of Labor Statistics currently projects that employment of lawyers nationwide will grow about 6% from 2014 to 2024, which is about as fast as the average for all occupations. The Idaho Department of Labor currently projects that employment of lawyers in Idaho will grow by about 4.3% over the period 2012-2022.

In addition to law license jobs, a J.D. degree benefits job seekers and job holders in many professional fields: business and entrepreneurship; human resources; public administration; teaching and educational administration; nonprofit entity management; social services; mediation and other forms of facilitated dispute resolution; military service; and other fields. National statistics indicate that as many as 30% of J.D. degree holders find careers outside the traditional practice, some of which require J.D. degrees, and others of which do not. These non-traditional jobs often offer decent pay and family-friendly working hours.

In short, College of Law graduates have solid job prospects at the state and national level. It bears emphasis, however, that the proposal presented in this document does not seek to increase the overall number of graduates from the College of Law. Rather,
completion of the dual-location model will create an additional location where 1st year law students who are admitted to the College can spend their first year. Right now, all 1st year law students admitted to the College of Law must spend their first year at the Moscow campus. Under the proposal presented in this document, up to half of the entering class would, instead, spend its first year at the Boise campus. Although we anticipate that approval of this proposal could modestly increase the size of the entering class (and thereby increase the number of eventual graduates), that is not the objective of the proposal. The objective, instead, is to give students the choice between two campuses, each of which offers differing settings and opportunities, including externships, part-time jobs, and networking opportunities. This is expected to facilitate Idahoans’ ability to obtain an affordable, high-quality, public legal education and to enhance our graduates’ ability to secure post-graduation employment.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.)? Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

The University of Idaho’s College of Law offers its J.D. program only to full-time students, though its rules permit the admission of part-time students on a case-by-case basis. Historically, Idaho residents have accounted for about 55-65% of each entering class, and nonresidents have accounted for 35-45%. The College of Law expects to continue admitting residents and nonresidents in these proportions. The nonresident population is important because many nonresidents have family or other personal ties to Idaho. Moreover, nonresidents contribute to the quality of the law school because they bring a wider range of experiences and diversity of backgrounds than would exist in a class consisting exclusively of one State’s residents. Nonresidents also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps keep in-state tuition down) but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho who then employ Idaho law graduates or refer cases in Idaho to them. Beyond those benefits, many nonresidents stay in Idaho after graduation from the College of Law and enrich the Idaho legal profession and contribute to the State in other ways. Their College of Law education trains them in Idaho law and acculturates them to the high standards of ethics and civility that are the hallmarks of the Idaho bar and the broader professional community of which the state bar is a part.

Beginning in 2007, the College of Law conducted extensive market research on the demand for, and impact of, expanding its course offerings in Boise and ultimately establishing a branch campus in Boise offering a full three-year J.D. program. The results of that research were described in, and attached to, the 2008 and 2012 proposals to the Board that resulted in approval, respectively, of a third-year law program and of a second-year law program in Boise. The College conducted another round of market research in 2015, the results of which are described below and are attached to this proposal as Appendix A. The 2015 market research is consistent with the past research. Both sets of research show that the dual-location model that this present proposal seeks to complete enables students to pursue a public legal education in the location that offers the greatest comparative advantage for them.
Among all respondents surveyed in 2015 – a group that included current College of Law students, College of Law alums, prospective students, and “nonmatriculating” students (i.e., students who were admitted to the College of Law but who chose not to attend) – the highest percentage favored having Moscow remain the main campus of the law school, with an option for all students to enroll in Boise. Among all respondents – as well as among prospective students and nonmatriculating students – Moscow’s greatest advantages over Boise are its small town feel, its location in the northern part of the State, and its connection to the main campus of the University of Idaho. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 3, 10, 13, 14 (Fig. 1.11) & 16 (Fig. 1.15); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 9 (Fig. 9); Factors of Matriculation & Geographic Analysis (Nov. 2015), at p. 4.)

The College of Law continues to build on the advantages of the Moscow campus. Specifically, it has established and continues to explore interdisciplinary course work and interdisciplinary research projects with other colleges on the main UI campus. Those interdisciplinary connections include law courses cross-listed with the American Indian Studies Department, and the College’s participation in the Water Resources Graduate Program, which offers a JD/MA and a JD/Ph.D. in law, water management, and water policy. The Moscow campus also does outreach to Northwest tribes in coordination with the UI’s Office of Tribal Relations, and offers law students externship placements with the Nez Perce and Coeur d’Alene Tribes. In addition, the Moscow campus operates the Main Street Legal Clinic, which represents clients in a wide variety of cases – including misdemeanor defense, family law, consumer protection, and landlord-tenant disputes – and is particularly well suited for students who may wish, after graduation, to enter a general practice in a rural location.

Among all respondents surveyed in 2015, Boise emerged as the preferred location as a place to study law and to live and work. Among all respondents – as well as among prospective students and nonmatriculating students – Boise’s greatest advantages compared to Moscow are its internship/externship opportunities, its job market, its networking opportunities, and its metropolitan setting. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 3, 12 (Fig. 1.8); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 8 (Fig. 8).)

The College of Law continues to build on the advantages of the Boise campus. In 2015, the College transitioned its externship director from part-time to full-time status to meet the student demand to participate in externships in the Treasure Valley. Those externships place students in public agencies such as the Idaho Attorney General’s Office, the Office of the Governor of Idaho, the Boise City Attorney’s Office, and the U.S. Attorney’s Office. Placements are also made in state and federal judges’ chambers. The Boise campus also gives students experiential learning opportunities through participation, as third-year students, in the Small Business Legal Clinic, many of whose clients are start-up businesses in the Treasure Valley, and the Economic Development Clinic, which enables students to advise Idaho counties, cities, tribes and non-governmental agencies with economic development-related issues.

In addition to the comparative advantages of Moscow and Boise, the 2015 research showed that the two top factors that prospective students weigh, when selecting a law school, are costs (tuition and fees) and location. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at p. 20.) The importance of these two factors – cost and location – reinforces
the benefits to Idahoans of completing the dual-location model.

The 2015 market research shows student demand for each location. Almost 30% of the College’s current students and alums said that they would not have enrolled at the UI College of Law if it had been located exclusively in Boise. On the other hand, 24% of nonmatriculating students cited the Moscow location as the main reason that they did not enroll at the College of Law. Moreover, 75% of the nonmatriculating students agreed that Boise would be a better place to study law than Moscow. Likewise, 75% of nonmatriculating students agreed, as a general (non-comparative) matter, that Boise is a moderately, very, or extremely appealing location for a law school campus. A similarly high number of prospective students – 71% – rated Boise as a moderately, very, or extremely appealing location for a law school. Among prospective students, Moscow was found moderately, very, or extremely appealing by 27%, and was considered a better place than Boise to study law by 24%. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 16 (Fig. 1.15) & 23 (Fig. 2.4); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 7 (Fig. 7) & 10 (Figs. 10 & 11).) In short, although Boise enjoys the majority’s preference, Moscow will remain the location of choice for a significant minority, especially as it continues to offer students who matriculate there the option of transferring to the Boise campus as second- or third-year students to take advantage of externship and networking opportunities.

The dual-location model has particular value in addressing the needs of students of diverse backgrounds. The College’s Moscow campus has had success, for example, in attracting students from small, rural communities throughout Idaho and Washington, including many Latino/a students from eastern and central Washington; students from large urban settings, such as Los Angeles, who wish to study in a less hectic and crime-prone community; Native American students from the Northwest tribes; and students from Washington State University, which has a high percentage of students from diverse backgrounds. The Boise campus meets the needs of students in southern Idaho as well as northern Nevada, especially those who are place-bound by family ties, spousal employment, etc. Boise is the center of the State’s Latino/a population, and is thus a good location from which to recruit Latino/a students. A diverse student body, in turn, enriches the quality of the educational experience for all students, in part by preparing students for the practice of law in an increasingly diverse State and nation.

As the 2015 market research reaffirms, student demand for a program of public legal education that offers both rural and urban learning opportunities will remain strong, especially if it is coupled with a cost advantage. In 2015-2016, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $29,043 to $44,220. Even at public law schools in this region, Idahoans would pay nonresident tuition ranging from $30,078 to $38,652. In contrast, the University of Idaho College of Law in 2015-2016 charged Idaho residents $17,230. Even our nonresident tuition level in 2015-2016 ($31,234) compares favorably to the tuition level in other States. Indeed, preLaw magazine named the UI College of Law a “Best Value Law School” in 2014. The benefit of a cost-effective legal education is realized not only by the students, but also by their eventual clients who will not have to pay fees leveraged upward by their attorneys’ high educational debts.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The College of Law directly serves the State’s economy through two clinical programs
located at the Boise campus: the Small Business Legal Clinic, and the Economic Development Clinic. The Small Business Legal Clinic assists small and start-up businesses referred to the clinic by the Idaho Small Business Development Center. Clients include both for-profit and nonprofit companies in a variety of business areas. Students in the clinic perform legal services, such as preparing formation and organizational documents, employee agreements, and more. The Economic Development Clinic enables students to advise Idaho counties, cities, tribes and non-governmental agencies with economic development-related issues typically arising in questions of land use law, administrative law, state and local government law, and environmental law.

The College of Law indirectly serves the State’s economy through its graduates. Those graduates facilitate commercial transactions by giving advice, drafting documents, negotiating agreements, and resolving disputes. Although television and movies dwell on the courtroom lawyer (for dramatic reasons), the day-to-day work of most lawyers today rarely involves trials. Indeed, many lawyers do not spend a majority of their time involved in lawsuits at all. Instead, they support commerce by counseling clients in connection with significant economic matters like buying a home, making a will, setting up a trust, starting a business, and hiring and paying employees. Lawyers also draft documents to ensure that these commercial transactions and any resulting commercial relationships are stable and secure. In addition, many lawyers devote significant time to advising clients on how to comply with the law governing their personal or business affairs. Many businesses require licenses and permits, and they need a lawyer’s help to get them and to comply with the web of regulatory law with which most businesses today must cope. Finally, more and more lawyers spend much time serving as mediators. All these activities by attorneys support the economy.

And this is just to describe the work of lawyers in the private sector. About 30% of the College of Law’s graduates get jobs in the public sector – for example, as clerks in judges’ chambers, as prosecutors in towns and counties throughout Idaho, or as attorneys in the state agencies. In these positions, our graduates become part of the legal infrastructure supporting Idaho’s economy.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The University of Idaho College of Law does outreach addressing the social needs of the State, the region, and the nation through its faculty, students, and graduates. Completion of the dual-location model will enhance the College’s ability to do this outreach.

Consistent with the University of Idaho’s land grant mission, College of Law faculty at the Moscow and Boise campus engage in service and outreach that enhance the performance of legal institutions. To cite some recent examples:

- Professor Elizabeth Brandt (Moscow) serves on the Idaho Supreme Court’s Child Protection Committee, and was part of a team that, in 2015, finished work on the 3rd edition of the Idaho Child Protection Manual, which is used by judges throughout the State.

- Professor Annemarie Bridy, Ph.D., (Boise) serves on the Idaho Technology Council’s Tech2Market Committee, whose mission is to strengthen research, development and commercialization activity in Idaho as measured by R&D funded, capital raised, jobs created or retained, and IP-based companies started. Dr. Bridy also recently gave a webinar for the Idaho State Board of Education in support of its statewide initiative to
adopt Open Educational Resources (OER) in K-12 and post-secondary education.

- Professor Barb Lock (Boise) coordinates efforts to serve Idaho citizens by collaborating with BSU faculty in support of the Volunteer Income Tax Assistance (VITA) program.

- Professor Jerrold Long, Ph.D., (Moscow) has joined with Professor Brant Miller of the UI College of Education to extend the Confluence Project to schools in southern Idaho. The Confluence Project gives high school teachers and students a watershed science curriculum that lets them do on-the-ground, experiential environmental and science learning. The Confluence Project’s expansion to southern Idaho has financial and technical support from the U.S. Geological Survey and Idaho Water Resources Research Institute.

- Professor Katherine Macfarlane (Moscow) has recently been appointed to the United States District of Idaho's Advisory Committee on Local Rules. The committee advises the United States District Court for the District of Idaho on local rules of civil procedure.

- Professor Stephen Miller (Boise) served in 2014-2015 as a commissioner on the Boise City Planning & Zoning Commission.

- Professor Shaakirrah Sanders (Boise) has addressed current legal topics ranging from the 2nd Amendment to faith healing, to Justice Antonin Scalia’s impact on the U.S. Supreme Court, in print and broadcast media at the local and national level. Professor Sanders also recently hosted a public panel discussion of criminal justice reform, a panel that included U.S. Congressman Raúl Labrador.

College of Law students perform public service in three main ways. First, they participate in externships with public agencies in every branch of Idaho state government and in local public agencies. Second, they participate in one of the law school clinics, where they represent clients with legal needs under the supervision of licensed attorneys. Several of these clinics have been mentioned. They include the Main Street Legal Clinic, the Economic Development Clinic, the Tax Clinic, the Immigration Clinic, the Mediation Clinic, and the Small Business Legal Clinic. Third, to graduate, all students must perform 50 hours of pro bono legal services. They meet this requirement in a wide range of settings, including legal service organizations, government agencies, private firms (pro bono cases), nonprofits, and legislative offices.

Finally, the College of Law’s graduates also serve the public and individuals who need legal services but cannot afford them. Every Idaho lawyer must subscribe to the statutory oath or affirmation, solemnly recited before the Supreme Court, “to contribute time and resources to public service … and never [to] reject, for any considerations personal to myself, the cause of the defenseless or oppressed.” The College of Law believes that its graduates learn how to fulfill this oath by completing the College’s pro bono service requirements and serving the needy in our clinics and the general public in externships with public agencies. In any event, many graduate become leaders in their communities and in the profession because of their public service.

In addition, many of our students come from small, rural communities with the objective of returning to those communities to practice. This is important. As the title of a recent article in the American Bar Association Journal said, “In rural America, there are job opportunities and a need for lawyers.” (Lorelei Laird, ABA Journal, Oct. 1, 2014, http://www.abajournal.com/magazine/article/too_many_lawyers_not_here_in_rural_america_lawyers_are_few_and_far_between.) That is true in Idaho, where law school
graduates are badly needed to: (1) serve as leaders in rural communities; (2) provide access to justice to the residents of those communities, and (3) support economic activity. Recent graduates are needed in these community partly because “Baby Boomer” attorneys are retiring. The College of Law supports these students through its Main Street Legal Clinic, and other opportunities, including externships in local agencies, at its Moscow campus. More importantly, the College offers an affordable legal education, which enables graduates to take jobs in rural communities at starting salaries that are typically lower than can be found in urban area but that are feasible given our graduates’ debt load.

Access to justice is not exclusively a concern for Idaho’s rural population. It is a significant concern for Idahoans modest means. This was demonstrated by an Idaho Legal Needs Assessment prepared in 2013 for the College of Law by the University of Idaho Social Science Research Unit. The assessment rested on three means of data collection: a statewide telephone survey of Idaho residents; an Internet survey of Idaho judges, lawyers, court clerks, and victim advocates; and interviews of key stakeholders. Not surprisingly, the assessment showed that households with incomes at or below 200% of the federal poverty guidelines were significantly more likely than the population as a whole to have unmet legal needs, relating to matters such as landlord-tenant disputes, child custody, public services, and adult guardianship. For lawyers to provide affordable legal services to Idaho residents of modest means, the lawyers cannot graduate from law school saddled with student debts equivalent in size to a home mortgage. This makes the availability of an affordable public legal education a key component of addressing Idaho’s unmet legal needs. [http://web.cals.uidaho.edu/ssru/2013/06/18/idaho-legal-needs-assessment/](http://web.cals.uidaho.edu/ssru/2013/06/18/idaho-legal-needs-assessment/)

e. If Associate’s degree, transferability:

Not applicable.

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

<table>
<thead>
<tr>
<th>Similar Programs offered by Idaho public institutions (list the proposed program as well)*</th>
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<tbody>
<tr>
<td>Institution Name</td>
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* – The University of Idaho has the exclusive statewide mission in public legal education.
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia University, Portland, OR</td>
<td>JD</td>
<td>Concordia University School of Law, Boise, ID</td>
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<tr>
<td>University of Oregon, Eugene, OR</td>
<td>JD</td>
<td>University of Oregon School of Law, Eugene, OR</td>
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<tr>
<td>Willamette University, Salem, OR</td>
<td>JD</td>
<td>Willamette University College of Law, Salem, OR</td>
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<tr>
<td>Lewis and Clark College, Portland, OR</td>
<td>JD</td>
<td>Northwestern School of Law of Lewis and Clark College, Portland, OR</td>
</tr>
<tr>
<td>University of Washington, Seattle, WA</td>
<td>JD</td>
<td>University of Washington School of Law, Seattle, WA</td>
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<tr>
<td>Seattle University, Seattle, WA</td>
<td>JD</td>
<td>Seattle University School of Law, Seattle, WA</td>
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<tr>
<td>Gonzaga University, Spokane, WA</td>
<td>JD</td>
<td>Gonzaga University School of Law, Spokane, WA</td>
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<tr>
<td>University of Montana, Missoula, MT</td>
<td>JD</td>
<td>Alexander Blewett III School of Law at the University of Montana, Missoula, MT</td>
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<tr>
<td>University of Wyoming, Laramie, WY</td>
<td>JD</td>
<td>University of Wyoming College of Law, Laramie, WY</td>
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<tr>
<td>University of Utah, Salt Lake City, UT</td>
<td>JD</td>
<td>S.J. Quinney College of Law, Salt Lake City, UT</td>
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<tr>
<td>Brigham Young University, Provo, UT</td>
<td>JD</td>
<td>J. Reuben Clark Law School, Provo, UT</td>
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<tr>
<td>University of Nevada, Las Vegas, NV</td>
<td>JD</td>
<td>William S. Boyd School of Law, Las Vegas, NV</td>
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</tbody>
</table>
4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable.

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

The University of Idaho is in the final stages of completing its strategic plan for 2016-2025. Because that plan is not yet complete, however, below we discuss the ways in which this proposal supports the UI’s current strategic plan.

- **University of Idaho Strategic Plan Goal 1 (“Teaching and Learning – Enable Student Success in a Rapidly Changing World”)**

This goal will be advanced at Objective A (“Build Adaptable, Integrative Curricula and Pedagogies”) through the development and delivery of complementary curricula at Moscow and Boise, with curricular and co-curricular offerings that build on the comparative advantages of the land-grant campus in Moscow and the metropolitan location in Boise.

- **University of Idaho Strategic Plan Goal 2 (“Scholarly and Creative Activity – Promote Excellence in Scholarship and Creative Activity to Enhance Life Today and Prepare Us for Tomorrow”)**

Goal 2 will be advanced at Objective A (“Strengthen All Scholarly and Creative Activities Consistent with the University’s Strategic Missions and Signature Areas”) through the research and outreach, particularly in the field of business law and entrepreneurism, of faculty and upper-division students in Boise. Completing the dual-location model by establishing a full three-year branch program in Boise will enable the University carry out more effectively its Board-assigned statewide mission in legal education. In addition, Objective B (“Enable Faculty, Student, and Staff Engagement in Interdisciplinary Scholarship and Creative Activity) will be advanced through interactions between and among the University of Idaho’s Boise campus, the business-related concurrent degree programs at Boise State University – namely, the JD/Master of Accountancy and the JD/MBA – the business enterprises and nonprofit entities of southern Idaho, and the sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.

- **University of Idaho Goal 3 (“Outreach and Engagement – Meet Society's Critical Needs by Engaging in Mutually Beneficial Partnerships”)**

Goal 3 will be especially advanced at Objective B (“Strengthen and Expand Mutually Beneficial Partnerships with Stakeholders in Idaho and Beyond”) through the University’s collaboration with the Idaho Supreme Court at the Idaho Law and Justice Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho’s legal and business communities, and through increased interaction with – and service provided by law faculty and students to – government agencies in and near Idaho’s capital city.

- **University of Idaho Goal 4 (“Community and Culture – Be a Purposeful, Ethical,
Goal 4 will be advanced by enhancing access for, and inclusion of, diverse populations in legal education at a metropolitan location; by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise; and by the enhancing the statewide visibility of the College of Law, which will benefit students in both Boise and Moscow who are in competition with graduates of other law schools in seeking and finding employment in and near Idaho’s major center of population, commerce, and government.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The College of Law is accredited by the American Bar Association and has received ABA approval (known as “acquiescence”), on separate occasions, for delivery of the second-year and the third-year curriculum in Boise. The expansion of the College’s curriculum in Boise to include first-year courses will likewise require ABA acquiescence. The ABA requires that resources for a branch campus be sufficient to assure ongoing compliance with ABA standards at both the branch and home campuses. Once approved, the first-year curriculum in Boise will be reviewed as part of the ABA’s annual and 7-year accreditation review. The College communicates regularly with the ABA and will formally seek whatever approval is necessary as soon as the State Board authorizes the first-year curriculum and funding for delivery of the curriculum is identified.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as *Appendix B.*

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan:** Is the proposed program on your institution’s approved 5-year plan? Indicate below.

Yes _____ X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution’s five year plan.
When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to accreditation requirements or recommendations?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

| Credit hours in required courses offered by the department(s) offering the program. | 46 |
| Credit hours in required courses offered by other departments: | |
| Credit hours in institutional general education curriculum | 0 |
| Credit hours in free electives | 44* |
| Total credit hours required for degree program: | 90 |

* – As discussed below in 10.b, besides earning at least 90 credit hours, students must satisfy other requirements to get the J.D.; those other requirements will carry some of the credit hours included in the 44 credit hours categorized in the table above as “free electives.”

b. Additional requirements. 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.

- Upper-Division Writing Requirement – After their first year of law school and before graduation, students must complete a major research and writing project under faculty supervision.

- Pro Bono Service Requirement – Students entering the College in and after fall 2015 must, before graduation, perform at least 50 hours of law-related pro bono service without monetary compensation, academic credit, or other tangible benefit for work performance.
• **Professionalism Training** – Students entering the College in and after fall 2014 and thereafter must complete a professionalism education program by participating in educational opportunities addressing the following topics: (1) cultural competencies; (2) civility and appropriate professional behaviors before courts, tribunals, and in other professional settings; (3) law practice management; (4) bias and thought processes; and (5) other topics related to the development of a student’s professional conduct and identity.

• **Experiential Course Work** – Student entering the College in and after fall 2016 must take one or more experiential courses totaling at least six credit hours. Experiential courses must be a simulation course, a law clinic, or a field placement.

11. **Program Intended Learning Outcomes and Connection to Curriculum.**

   a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

   **LEARNING OUTCOME 1 – KNOWLEDGE OF LAW AND LEGAL INSTITUTIONS**
   Graduates will demonstrate knowledge and understanding of substantive and procedural law and legal institutions.

   **LEARNING OUTCOME 2 – LEGAL ANALYSIS AND REASONING**
   Graduates will demonstrate the capacity to engage in sophisticated legal reasoning and analysis.

   **LEARNING OUTCOME 3 – ORAL AND WRITTEN COMMUNICATION SKILLS**
   Graduates will be proficient at communicating complex legal arguments, reasoning, and analysis, both in writing and in oral communication.

   **LEARNING OUTCOME 4 – PROBLEM SOLVING**
   Graduates will recognize that multiple different potential resolutions to a dispute exist, including avoiding disputes before they begin.

   **LEARNING OUTCOME 5 – PROFESSIONALISM, ETHICS, AND VALUES**
   Graduates will understand their professional and ethical obligations to their clients, the courts and the bar, and the public.

12. **Assessment plans**

   a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

   The College of Law is engaged in ongoing development of an institutional assessment plan that accords with all relevant requirements, including those of the Board (Policy Section III.X), the University of Idaho, the Northwest Commission on Colleges and Universities (Standards 4 and 5), and the American Bar Association (Standards 302, 303, 314, and 315).

   In brief, the College is required to follow a five-step assessment process:

   1. The College is now in the process of revising its College-level learning outcomes. The
The most recent set of learning outcomes is quoted above in 11.a.

2. Each learning outcome will be translated into more specific learning competencies.

3. The College’s curriculum will then be mapped to identify the courses in which each competency is introduced or practiced, or in which students develop the required level of proficiency. Curriculum mapping will also identify courses in which each competency is assessed.

4. The College will develop an annual assessment cycle, in which the College (a) collects data on selected competencies; (b) analyzes the data that has been collected the year before on other selected competencies; and (c) discusses what changes are to be made in light of the most recently completed analysis.

5. The College implements the agreed-upon changes, which will be subject to further, systematic assessment.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The University of Idaho College of Law has a standing Curriculum Committee that works with the College’s administration to design program assessment. Assessment processes and policies are reviewed by the College of Law faculty. Changes in the curriculum and assessment processes and policies are implemented by the associate for faculty affairs. The associate dean for faculty affairs requires all faculty members to submit course syllabi that identify course-level learning outcomes. Faculty members also complete annual performance evaluations in which they report the formative and summative assessment tools they use in their courses to assess student achievement of the course-level learning outcomes.

c. Measures used. What direct and indirect measures will be used to assess student learning?

The College of Law uses traditional measures such as quizzes and exams; essays and research papers; simulation exercises; peer assessment; and self-reflection papers and other exercises. The College also evaluates bar-exam-passage rates and student performance in capstone courses, such as the College’s legal clinics and externships, where supervisors can assess a range of student skills and knowledge. The College will also explore other assessment measures such as reviewing student portfolios; taking exit surveys of graduates; and surveying attorneys, judges, and alums.

d. Timing and frequency. When will assessment activities occur and at what frequency?

As described above in 12.a, step 4 of the program-assessment process, as prescribed by the University of Idaho, entails an annual cycle in which every year the College (a) collects data on selected competencies; (b) analyzes the data that has been collected the year before on other selected competencies; and (c) discusses what changes are to be made, in the upcoming year, in light of the most recently completed analysis. Of course, assessment of student learning within courses occurs during and at the end of each semester.

**Enrollments and Graduates**

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide
enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

### Existing Similar Programs: Historical enrollments and graduate numbers

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY13</td>
<td>FY14</td>
</tr>
<tr>
<td>BSU</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ISU</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UI</td>
<td>340</td>
<td>323</td>
</tr>
<tr>
<td>LCSC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

14. **Projections for proposed program**: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

### Proposed Program: Projected Enrollments and Graduates First Five Years

<table>
<thead>
<tr>
<th>Program Name: Juris Doctor</th>
<th>Projected Fall Term Headcount Enrollment in Program</th>
<th>Projected Annual Number of Graduates From Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY18 (first year) FY19 FY20 FY21 FY22 FY23</td>
<td>FY18 (first year) FY19 FY20 FY21 FY22 FY23</td>
</tr>
<tr>
<td></td>
<td>310 320 330 330 340 340</td>
<td>95 90 115 115 115 115</td>
</tr>
</tbody>
</table>

15. **Describe the methodology for determining enrollment and graduation projections.**
   
   Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The above projected numbers are based first on the current size of our first year class, 104 students. Of that 104, a small number will be academically dismissed or transfer to other institutions. We are projecting that class to melt into a second and third year class of 95 at
minimum which will go on to be the first graduating class in FY18. The class entering in Moscow in fall 2016 will be at minimum 100 students and will melt into 90 students graduating in FY19. Adding the first year curriculum in Boise in FY18 is expected to bring a modest increase in students from pent up demand and interest. The initial increase will be as a result of courses in Boise, but rely heavily on Moscow to serve the majority of new students. The FY18 headcount number plans for 125 students between Moscow and Boise in the College’s first year classes, which takes the total to 310 in the first year. It is expected then that retention will be higher with the first year class in Boise as more residents stay in the area for their legal education. As the College enrolls slightly larger first year classes the total enrollment will increase to around 340 students, approximately 120 students on average entering each year with a small amount withdrawing, transferring or being academic dismissed.

The above numbers are based on College of Law statewide enrollment projections. The physical space capacity in Boise is limited by the largest classroom in which first year courses can be taught without needing to add a second section as well as appropriately sized legal writing and research sections. The largest classroom holds approximately 60 students. The College intends to enroll less than 60 students in Boise the first year of operation, but is expecting that overtime we will easily enroll 60 students in Boise and around the same in Moscow.

The College of Law participates in national and regional recruiting efforts through fairs, digital marketing, social media and more. Our Enrollment Marketing and Recruitment Plan, revised annually, serves as the guiding document in our recruitment efforts.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

While it is not expected that the College will face a minimums issue with the launch of the first year in Boise, the main factors in that analysis are on the teaching load and capacity side of our plans. With one legal writing and research professor in Boise, the College expects that the section size will comparable to those in Moscow (though not exactly the same). Financially, a minimum group of 25 to 35 students would warrant such a dedicated faculty resource and the sections of the rest of the first year curriculum. If the enrollment grows in Boise to closer to 60 students the College would need to explore a second legal writing and research professor to accommodate, but the rest of the curriculum offerings would not be impacted. In summary, at minimum we need 25 to 35 students to enroll in the first year in Boise and beyond that the only action needed is the threshold for offering a second section of legal writing and research.
Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

   a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The College will offer the first-year law curriculum proposed in this document at the Idaho Law and Justice Learning Center (ILJLC), where it currently offers the second- and third-year curricula. The ILJLC can accommodate the additional students, along with the additional personnel needed to support the expansion.

The ILJLC opened in 2015, in the building that long served as the Ada County Courthouse and also housed the Idaho Legislature while the capitol was renovated. This is an ideal location for a public law school – being located on the Idaho Capitol Mall, between the capitol and the Idaho Supreme Court buildings, and right across the street from the Idaho State Bar headquarters.

The College collaborated with the Idaho Supreme Court in creating the ILJLC. It is a multipurpose facility that houses:

- The College of Law in Boise
- The Idaho State Law Library
- The Idaho Supreme Court’s judicial education offices and training facilities; and
- Public service outreach and education space.

Space is allocated in the ILJLC as follows:

- College of Law: 16,927 net sq. ft., excluding common areas
- Library: 7,655 net sq. ft., excluding common areas
- Idaho Supreme Court: 3,354 net sq. ft.

The College of Law uses the first three levels of the ILJLC. More specifically:

- **First Level.** The first level of the ILJLC has space for (a) the College’s clinical programs, (b) student organizations, (c) the main student reading room/study area, (d) two seminar classrooms for about 22 students each, (e) one conference room for videoconference and training uses, and (f) a student lounge. Other uses on the first level include offices for IT support and general storage.

- **Second Level.** The second level primarily houses the law library, with space for (a) a central circulation and control desk, (b) the library stacks, and (c) offices for the librarian and library staff. In addition, the Supreme Court has an office and training space on the second level. The library space also has computer terminals for use by students and the public.

- **Third Level.** The third level of the ILJLC holds (a) the Administration Suite (including a reception area and a conference room with videoconference equipment), (b) faculty and staff offices, (c) an employee lounge, and (d) two large classrooms for approximately 67 students each. The two large classrooms make use of the space

Page 20
formerly used by the Idaho legislature for the House and Senate Chambers while the State Capitol was being remodeled and expanded.

The ILJLC has state-of-the-art instructional technology. The technology allows classes that are taught live at the Moscow campus to be beamed to students in Boise, and vice-versa. During these “distance ed” classes, students and faculty at each campus can interact with students at the other campus. This technology also permits student-faculty conferences between the two campuses; faculty meetings between faculty members in each location; and student-to-student communication on collaborative co-curricular projects (such as moot court competitions) between the two campuses. The University has information-technology staff at the ILJLC to support the technology, as well as additional IT staff at the University’s Idaho Water Center in Boise.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The College of Law does not anticipate any significant impact as a result of expanding the curriculum at the Boise campus to include the first-year curriculum. That is because this expansion was contemplated (and hoped for) when the College planned the ILJLC.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

The College of Law has asked the central university administration to request a legislative appropriation to fund a technology upgrade to the largest classroom in the Menard Law Building in Moscow, which is Room 104. Updating the technology in Room 104 will facilitate law-school-wide events in which students and staff at both the Moscow and Boise campuses participate. For example, each school year begins with a convocation ceremony to welcome new students and welcome back returning students. Room 104 is the Moscow classroom used for these law-school-wide events.

18. Library resources

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

With a modest addition of new library material, the existing library resources, including personnel and space, at the ILJLC will meet the needs of the first-year students who will be taking courses at the Boise campus under the present proposal.

As discussed above in 17.a, the College currently supports and maintains a law library at the ILJLC that meets the needs of the College’s teaching, scholarship, research, and service programs for a full three-year course of study. The College meets the needs of the Boise location through its management of the State Law Library located on the 2nd floor of the ILJLC. The law library is a collaboration between College of Law and the Idaho Supreme Court in which the College of Law has taken over management of the State Law Library and
then supplemented the State Law Library with an academic collection in support of the Boise location and curriculum. The College has also funded substantial updates to the practitioner and public collections.

The Boise Law Library collection currently has about 30,000 volumes and volume equivalents. In addition, selected federal, state, and Idaho archival materials are located in the basement of the Idaho Supreme Court Building. The Boise Law Library has four computer terminals with public access to WESTLAW Next, and access to all of the databases currently subscribed to by the College of Law, including HeinOnline, the CCH Internet Research Network, selected BNA Reporters, RIA Checkpoint for tax research, the Making of Modern Law, and the U.S. Congressional Serial Set, among others.

The library needs of 1st-year law students will not be exactly the same as those of existing 2nd and 3rd year students. Accordingly, the College has budgeted an additional $4,000 to purchase monographs, loose leafs, and other materials to support the 1st year curriculum in Boise, and the College believes that the existing library space at the ILJLC can accommodate the addition of these materials and these students.

The Boise Law Library hours of operation are 8:00 a.m. to 5:00 p.m., and the collection is open to the public. Students currently have 24/7 access to the collection through their electronic swipe cards.

The Boise Law Library staff consists of the following:

- 1 full-time associate law librarian
- 1 full-time JD librarian who provides reference and research assistance
- 1 full-time assistant librarian employed by the State
- 1 full-time staff person employed by the State, who also handles the budget for the library

The two State of Idaho employees are managed by the College in accordance with the Memorandum of Understanding between the College and the Idaho Supreme Court.

When materials needed by students, faculty, or staff are not available in Boise, the Boise Law Library can request the materials directly from the University of Idaho Main Library and the College of Law Library in Moscow. The Boise Law Library can also request interlibrary loans. The Law Library staff in Moscow would also be available to students, faculty, and staff in Boise for reference assistance by telephone, email, or Skype (or equivalent) access.

**b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

As stated above in 18.a, the University has budgeted an additional $4,000 to buy monographs, loose leafs, and other materials for the first-year curriculum at the Boise campus. The Boise Law Library has enough space for this additional material and the additional students.
a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Currently, at the Moscow campus the College of Law offers two sections of all first-year ("1L") courses except for the first-year Legal Research and Writing ("LRW") course, of which six sections are offered:

<table>
<thead>
<tr>
<th>REQUIRED COURSES, 1L YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
</tr>
<tr>
<td>1L Fall Semester</td>
</tr>
<tr>
<td>Civil Procedure I</td>
</tr>
<tr>
<td>Contracts</td>
</tr>
<tr>
<td>Property</td>
</tr>
<tr>
<td>Torts</td>
</tr>
<tr>
<td>Legal Research and Writing</td>
</tr>
<tr>
<td>1L Spring Semester</td>
</tr>
<tr>
<td>Civil Procedure II</td>
</tr>
<tr>
<td>Contracts/Sales</td>
</tr>
<tr>
<td>Constitutional Law I</td>
</tr>
<tr>
<td>Criminal Law</td>
</tr>
<tr>
<td>Legal Research and Writing</td>
</tr>
<tr>
<td>Legal Research (starting Fall '17)</td>
</tr>
</tbody>
</table>

The current proposal seeks, in effect, to “split” this first-year curriculum into two halves, so that one section of each of the 1L courses except LRW will “move” to the Boise campus. As for LRW, two or three of its six sections will “move” to Boise; the precise number depends on the size of the first-year class admitted to the Boise campus:

<table>
<thead>
<tr>
<th>REQUIRED COURSES, 1L YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
</tr>
<tr>
<td>1L Fall Semester</td>
</tr>
<tr>
<td>Civil Procedure I (2 credits)</td>
</tr>
<tr>
<td>Contracts (2 credits)</td>
</tr>
<tr>
<td>Property (4 credits)</td>
</tr>
<tr>
<td>Torts (4 credits)</td>
</tr>
<tr>
<td>Legal Research and Writing (0 credits)</td>
</tr>
<tr>
<td>1L Spring Semester</td>
</tr>
<tr>
<td>Civil Procedure II (3 credits)</td>
</tr>
<tr>
<td>Contracts/Sales (3 credits)</td>
</tr>
<tr>
<td>Constitutional Law I (3 credits)</td>
</tr>
<tr>
<td>Criminal Law (3 credits)</td>
</tr>
</tbody>
</table>
Under this arrangement, no “additional sections” of the existing first-year courses will be needed. It is possible, however, that eventually the College might have to create additional sections of some existing upper-level courses. But the College has no current plan to do so.

Along with “moving” half of the sections of the first-year law courses from Moscow to Boise, the College of Law will have three full-time faculty positions relocated from the Moscow campus to the Boise campus. (As discussed below in 12.d, the College of Law also seeks a legislative appropriation to hire two additional, full-time faculty members for the Boise campus, one to teach the first-year LRW course, the other to teach other courses.)

Other, additional personnel needed to support the expansion of the Boise curriculum are described below in 12.d.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Instructional personnel: The College of Law currently has 11 faculty members who work full-time for the UI College of Law at the Boise campus:

- Lee Dillion, Associate Dean for Boise
- Katie Ball, Externship Director
- Annemarie Bridy, Professor of Law
- Wendy Couture, Associate Professor of Law
- Stacy Etheridge, Associate Law Librarian
- Michael Greenlee, Associate Law Librarian
- Sarah Haan, Associate Professor of Law
- Barb Lock, Associate Clinical Professor
- Stephen Miller, Associate Professor of Law
- John Rumel, Associate Professor of Law
- Shaakirrah Sanders, Associate Professor of Law

This list includes two faculty members – Associate Dean Dillion and Associate Law Librarian Greenlee – who devote part of their time to instruction but most of their time to administration; and one other faculty member, Associate Law Librarian Etheridge, who currently has no instructional responsibilities. Please note that Associate Law Librarians Greenlee and Etheridge were included in the library staff listed above in 18.a.
In addition to the existing personnel listed above, three full-time faculty positions are being relocated from the Moscow campus to the Boise campus to support an expanded curriculum in Boise.

Besides the full-time personnel, the College of Law employs about 15-20 adjunct professors (formally known as “temporary, part-time lecturers”) to teach single courses in Boise during the academic year and in the summer. Many of these adjunct professors have been teaching for the College for many years and are practicing attorneys or judges who bring valuable experience to the classroom. The adjunct professors, however, teach only upper-level courses (to second- and third-year law students); they will not teach any of the first-year law courses.

Finally, some classes taught live in Moscow are offered to Boise students by videoconference link. These “distance-ed” courses, however, account for a very small portion of the curriculum currently offered in Boise. Furthermore, all of the first-year law courses proposed to be offered at the Boise campus will be taught live at that campus by full-time members of the faculty.

Support personnel: Support personnel at the ILJLC include:

- Michelle Bartlett, Director of Career Development
- Rebekah Cudé, Director of Student Affairs for Boise
- Elaine Kempton, Clinical Services Coordinator
- Neil Luther, Development Assistant
- Rowland Marshall, IT and Classroom Media Specialist
- Terri Muse, Assistant Dean for External Relations

Besides these personnel, who are located at the ILJLC, the College works with the University administration at the Idaho Water Center in Boise to offer all the normal student services, including:

- Computer Lab
- Disability Support Services
- Graduation and Commencement
- Health Services
- Housing for Students (apartments, etc.)
- Recreation Facilities
- Textbook Orders
- Transportation Options
- Transcript Request Form
- Vandal Card (student identification card)

Moreover, IT personnel at the Idaho Water Center support the IT needs of the ILJLC.
Administrative Personnel: Administrative personnel at the ILJLC include:

- Lee Dillion, Associate Dean for Boise (listed above among instructional personnel)
- Michael Greenlee, Associate Law Librarian
- Rachel Martinez, Faculty Assistant

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

With the Board’s approval and under its supervision, the University of Idaho College of Law has expanded the J.D. curriculum in Boise incrementally. In 2001, the College began offering law students in their final (6th) semester a “semester-in-practice” program in Boise, in which they could earn academic credit for working full-time in semester-long externships. In 2004, the College expanded its externship offerings in Boise. In 2010, the College began offering students the opportunity to spend their entire third year (5th and 6th semesters) in Boise. In 2014, the College expanded the Boise J.D. curriculum to include second-year law courses. In 2015, the College moved the second- and third-year curricula from the Idaho Water Center to the ILJLC.

Throughout this 15-year process of gradual expansion, the College has planned carefully and in coordination with central university administration and all stakeholders. Most recently, this planning process included in-depth study of the instructional resources and other resources needed to support the expansion proposed in this document. Each incremental expansion has required not only the Board’s approval but also the approval (formally known as “acquiescence”) of the College’s accrediting agency, the ABA. To get acquiescence, the College first undergoes an in-depth review that includes a site visit by a “fact finder,” and within a certain period after getting acquiescence, the College has a follow up site visit by a fact finder. The ABA will grant acquiescence “only if the law school demonstrates that the [proposed change] will not detract from the law school’s ability to remain in compliance with the [Accreditation] Standards.” ABA Standard 105(b).

An additional ABA Standard applies to the current proposal to begin offering first-year law curriculum at the Boise campus. The proposal triggers ABA Standard 106, because if granted it would result in the entire J.D. curriculum being offered at a “separate location” by a “branch campus”:

**Standard 106. SEPARATE LOCATIONS AND BRANCH CAMPUSES**

(a) A law school that offers a separate location shall provide:

1. Full-time faculty adequate to support the curriculum offered at the separate location and who are reasonably accessible to students at the separate location;

2. Library resources and staff that are adequate to support the curriculum offered at the separate location and that are reasonably accessible to the student body at the separate location;

3. Academic advising, career services and other student support services that are adequate to support the student body at the separate location and that are reasonably equivalent
(4) Access to co-curricular activities and other educational benefits adequate to support the student body at the separate location; and
(5) Physical facilities and technological capacities that are adequate to support the curriculum and the student body at the separate location.

(b) In addition to the requirements of section (a), a branch campus must:

(1) Establish a reliable plan that demonstrates that the branch campus is reasonably likely to be in substantial compliance with each of the Standards within three years of the effective date of acquiescence as required by Rule 30;
(2) Comply with instructional requirements and responsibilities as required by Standard 403(a) and Standard 404(a); and
(3) Offer reasonably comparable opportunities for access to the law school’s program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits as required by Standard 311. [Note: Standard 311, “Academic Program and Academic Calendar,” prescribes a minimum of credit-hours that a law school must require for graduation with a J.D. degree; the minimum and maximum time periods in which the course of study for the J.D. must be completed; and a limit on the amount of coursework in which a J.D. candidate can be enrolled at any one time.]

Besides the pre-acquiescence and post-acquiescence reviews, the ABA conducts top-to-bottom accreditation reviews every seven years. The College of Law is next due for a top-to-bottom accreditation review in 2018-2019.

In short, processes are in place – besides those of the College, the University, and the Board – to ensure that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes that the expansion will significantly enhance the program.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

As of the current date, the College of Law has asked the central university administration to seek a legislative appropriation of $732,000 in ongoing funding and $174,000 in onetime funding for FY18. This funding is requested to enhance the quality of service and educational experience for students and faculty by funding the following additional personnel:

1. Associate Director of Admissions in Boise. This person would serve the admissions needs of the College statewide through planning and executing campus visits for prospective students, workshops for prospective students on how to apply to law school, other events for prospective students, community outreach, outreach to college pre-law advisors, and recruitment and marketing. This person would report to the Director of Admissions, who is at the Moscow campus.

2. Director of Academic Success in Boise. This person would address the needs of the first-year law students in Boise by holding workshops on topics such as effective study strategies, advising, academic planning, bar-exam advising, and more.
3. Faculty member to teach Legal Writing and Research in Boise.
4. Faculty member to teach non-legal writing courses.
5. Funding for Teaching Assistants to support the Legal Research and Writing course in Boise.
6. Director of Student Affairs in Moscow. This position would serve as the accessible student affairs staff member who handles the orientation program for first-year law students, the Professionalism Education Program workshops required of all students, student-organization advising, student support needs, and more. This person would report to the Associate Dean of Students, who is on the Moscow campus.
7. Faculty assistant in Boise.
8. Two IT Specialists (1 at each campus).

If additional state funding is not available, the College has determined that the first-year effort is feasible with existing resources (teaching, staff, students, and facilities) by making internal reallocations to fund the following:

1. Associate Director of Admissions- Boise
2. Director of Academic Success – Boise
3. LRW Faculty Member – Boise

To meet ABA requirements, the College must hire a full-time Associate Director of Admissions in Boise. Besides recruiting students for the Boise campus, this position advises first-year students. The person hired for the position will start work in August 2016.

The Director of Academic Success in Boise will support the academic success of first-year students and allow the College to have enough resources to support the academic achievement and bar passage of all students, particularly students in the bottom quartile of the entering class, who are a concern of the faculty and the ABA.

The LRW Faculty Member will teach one section of LRW based on enrollment and could possibly be filled internally or with a visiting professor.

20. **Revenue Sources**

a) **Reallocation of funds:** 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?

   There will be no reallocation of existing state appropriated funds.

b) **New appropriation.** 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.

   Not applicable.

c) **Non-ongoing sources:**
i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends?
   
   Not applicable.

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

   Not applicable.

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

   The University of Idaho charges a professional fee to students enrolled in the J.D. program in accordance with Board Policy V.R. The University will not charge any additional or separate fees in connection with the expansion of the J.D. curriculum in Boise to include first-year law curriculum.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

   Not applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

   • Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Note from the Office of the Provost and Executive Vice President:
This proposal’s funding is currently under consideration via the University Budget and Finance Committee review process. Depending on the recommendations and final decision of the President, the budget could be altered. A narrative description of two approaches to funding is provided until the final decision is made.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

<table>
<thead>
<tr>
<th>Faculty/Staff Handbook [FSH]</th>
<th>□ Addition X Revision* □ Deletion* □ Emergency</th>
</tr>
</thead>
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<tr>
<td>Minor Amendment □</td>
<td></td>
</tr>
<tr>
<td>Chapter &amp; Title:</td>
<td>Chapter 2: Student Affairs Policies 2800 Student Fees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Amendment □</td>
<td></td>
</tr>
<tr>
<td>Chapter &amp; Title:</td>
<td></td>
</tr>
</tbody>
</table>

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): Trina Mahoney April 14, 2016
(Please see FSH 1460 C)
Name Date
Telephone & Email: 885-4387 tmahoney@uidaho.edu

Policy Sponsor: (If different than originator.) Brian Foisy April 14, 2016
Name Date
Telephone & Email: 885-6174 brianfoisy@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: ___________________________________

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.

All policies related to the approval of student tuition and fees are established by the State Board of Education. Chapter 2 Section 2800 reiterates State Board policy but due to revisions by the Board is currently out of date. All questions regarding appropriate approvals for tuition and fees should be addressed in the context of Board policy. This revision refers readers to the appropriate State Board policy while preserving the internal requirements related to the president’s interaction with ASUI and commitment to gathering student feedback.

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

No direct fiscal impact but potential indirect impact related to fiscal compliance as units will not be relying on outdated policy.

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

N/A

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.

If not a minor amendment forward to: ___________________________________________

Track # ____________ Date Rec.: _____________
 Posted: t-sheet ______ h/c ______
 Register: __________________ (Office Use Only)
PREAMBLE: This section appeared in the 1979 Handbook and its present form in July, 1987. For further information, contact the Office of the Vice President for Finance and Administration (208-885-6174).

A. GENERAL. With the exceptions noted in B, the regents’ must approve the establishment or change of any fee that is to be charged to students.

A. GENERAL. Student tuition and fees will be approved in conformity with Idaho State Board of Education (SBOE) policy V.R. In addition, the university president will consult with ASUI prior to establishing or revising any activity fee. The university president will also provide opportunity for student feedback on proposed tuition and fee changes prior to SBOE approval.

B. EXCEPTIONS. The requirement of approval by the board does not apply to fees that are established by the legislature or by the terms of a contractual agreement with another state or program. The board has authorized the president to set the following kinds of fees:

B-1. Fees required for specific courses or activities and assessments that are not required of all students enrolled at UI. This category includes penalty assessments, such as library fines, parking fines, and laboratory breakage fees, and fees for video outreach courses and courses offered for such purposes as remedial education that do not count toward meeting degree requirements.

B-2. Student health insurance premiums, charges for room and board in UI dormitories, and rental rates for family housing. Any change in these charges must be approved by the president at least three months before the beginning of the semester in which it is to become effective.

B-3. Activity fees, such as those for intercollegiate athletics, health services, student union operations, student government, and recreation. The president must consult with ASUI and a public hearing must be held before an activity fee is established or changed. The president’s approval must be not later than April 1 of the year before the academic year in which the change is to become effective.

C. See the catalog for information on student fees and other charges that are in effect and the provisions for payment and refund of fees.