MEETING #2 OF THE FACULTY OF THE UNIVERSITY OF IDAHO  
Thursday, January 15, 2015 - 3:00-4:30 p.m. (PT), Bruce M. Pitman Center International Ballroom 
Boise – IWC 348; Coeur d’Alene – 145c; Idaho Falls – IF1 (TAB350A); Twin Falls – B-66 
President Chuck Staben Presiding

➢ Call to Order.  
➢ In Memoriam.  
➢ Minutes. Meeting #1, September 2, 2014  
➢ Announcements.  
➢ Special Orders.

Report of the Faculty Senate  
[Hardcopies of all pertinent documents for this meeting can be accessed at the Faculty Senate Website at http://www.webs.uidaho.edu/facultycouncil/General_Faculty_Meetings/univ_faculty_meetings.htm]

I. Proposed Changes/Additions to Faculty-Staff Handbook (FSH)/Administrative Procedures Manual (APM)

Academic Freedom – Faculty Governance:  
• FS-15-009: FSH 1520 – University Constitution (requires quorum and 2/3rd affirmative vote)  

Faculty Senate Terms:  
• FS-15-001: FSH 1520 – University Constitution (requires quorum and 2/3rd affirmative vote)  
• FS-15-002: FSH 1580 – Bylaws of the Faculty Senate (requires quorum and majority vote)

Position Description:  
• FS-15-023: FSH 3050 – Position Description Form (assessment language added)(vote)  

Compensatory Time Policies  
• FS-15-029: FSH 3460 – Overtime Work, Compensatory Time, and Holidays (vote)  
• FS-15-030: APM 50.10 – Processing Compensation for Overtime Work (FYI)  

Other:  
• FS-15-007 (UCC-15-016): FSH 4620 – Academic Calendar (vote)  
• FS-15-031: FSH 3760 – Educational Privilege (remove restriction of taking courses face-to-face)(vote)  
• FS-15-032: FSH 3185 –Work Related Education (new)(vote)  
• FS-15-033: FSH 3180 –Employee Professional Development and Learning (minor edit)(FYI)  

Miscellaneous (FYI):  
• FS-15-010: FSH 1640.89 – University Committee for General Education (FYI)  
• FS-15-011: FSH 1640.28 – Committee on Committees (FYI)  

II. Proposed Changes to the University of Idaho Catalog  
• FS-15-035 (UCC-15-057): CLASS – Add Organizational Dynamics certificate (vote)  

➢ President’s Remarks.  
➢ Adjournment.

Don Crowley, Secretary of the Faculty, (885-6151)
NOTE: 89 faculty members (all campuses state-wide) constitute a quorum. Quorum and voting regulations can be viewed at FSH 1520 Article III with the goal to actively include off-campus faculty participation in faculty meeting. To determine your voting right as a faculty member please see FSH 1520 Article II Section I. Those who are recognized by the president for the purpose of speaking should identify themselves by name and discipline or position.

NOTICE: Off campus faculty will be receiving a separate email with a URL to access the meeting live. Also available at this site will be a streaming video link that can be viewed after the meeting for those unable to attend.
Call to Order: The meeting was called to order at 3:30pm (Pacific) and it was determined that a quorum had been achieved with 140 faculty present, including 23 at University of Idaho centers.

Faculty Senate Chair Marty Ytreberg introduced President Chuck Staben.

Minutes. President Staben asked for approval of the minutes from the University Faculty Meeting from April 29, 2014. It was moved and seconded to approve the minutes. Motion carried unanimously.

In Memoriam: President Staben asked for a moment of silence as he read the names and affiliations of faculty who had passed away since the April University Faculty Meeting.

Merlyn A. Brusven  
Professor Emeritus of Entomology  
August 2014

Russell L. Chrysler  
Professor and Department Chair Emeritus of Marketing  
May 2014

Lydia A. Clayton  
Extension Assistant Professor  
August 2014

Frank Cronk  
Professor Emeritus of Art and Design  
June 2014

Michael P. Dixon  
Professor of Civil Engineering  
May 2014

Harley Johansen  
Professor of Geography  
August 2014

Fred D. Johnson  
Professor Emeritus of Forestry  
August 2014

John (Jack) S. Morris  
Professor Emeritus of Management and Dean Emeritus  
August 2014

Special Orders: Introduction of new faculty members and administrators. Interim Provost Katherine Aiken introduced new administrators as well as internal changes in departmental
administrators. The Deans introduced new faculty members in their respective colleges or
units. After the introduction of new faculty and administrators Provost Aiken noted that she
had the pleasure of being on one of these new faculty lists thirty years ago and welcomed all
the new faculty here today.

Provost Aiken then asked one of the new administrators on the list, President Staben, back
to the podium. President Staben expressed his excitement of being on campus since March.
He noted that today he would be mentioning many things, but only briefly. President
Staben began by discussing the importance of faculty governance and the various roles
played by faculty in the governance of the University. He suggested that the importance of
faculty governance is why he felt it was necessary to reject the language on academic
freedom that the Faculty Senate passed last year. That language, he felt, left the faculty
governance process open to disruption. He believes that we could find language that was
both consistent with Board policy and also advanced the aims sought by the faculty. He
expressed a desire to work with Chair Ytreberg to develop new language that would
accomplish this goal.

The President reflected on his first 180 days at the UI and his travels around the state. He
emphasized that our alumni have incredible pride and want to see the University prosper.
He sought to counter the notion that our excellence is controlled by the lack of state
support. Our success depends on ourselves. He thanked the UI faculty for its efforts and
hoped to provide a stimulus toward being better which will translate into more resources
and more success.

President Staben commented on his plans to communicate with the University in both
formal and informal ways. Formal addresses include his upcoming Inaugural as well as a State of the University address
in October. Informal ways include randomly inviting faculty to dinners, lunches and coffee. He also will have open office hours.

Personnel and Organizational updates:

- Provost search is being chaired by Interim Provost Kathy Aiken.
- Searches for VP of Advancement and Director of Communications and Marketing
  are being conducted and both will now report directly to the President.
- A Dean of Students search is underway.
- Recently completed a search for Executive Director of the Boise Center.
- Expanded the Cabinet to include Student Affairs and Enrollment Management.

Developments in Athletics:

- Our athletic programs excelled by winning the Commissioners Cup for the Western
  Athletic Conference. Most of our athletic programs have moved from the WAC to
  the Big Sky but the football program will be in the Sun Belt.
- We are making progress on improving our APR.

Facilities:

- Exploring raising funds for a 5,000 seat arena for basketball and volleyball.
- Recently broke ground for the IRIC building.
- Renovation of the education building has begun.
- Expanding Aquaculture Research Institute.

Budget and Enrollment:

- The budget is in fair, but not great shape.
- There is an enrollment shortfall which threatens our ability to pursue new
  initiatives.
• We requested a 4% salary increase for faculty and staff as our top priority, stating that SBOE had taken this request on for all Idaho institutions.

• This year the Northwest Commission on Colleges and Universities accreditation will be reviewing the UI and we will be making preparations for their visit in the coming months. We should see this as part of our continuous improvement.

Priorities:

• Building enrollment. We need to recruit more, especially undergraduate, students. We need to increase retention of students and facilitate the transfer of students. Every qualified student from an Idaho high school should be able to come here and afford to come here.

• A Dairy Center in southern Idaho. Idaho is the third largest dairy state but no western dairy center. This is an example of how the UI can have a significant impact.

President Staben concluded his remarks and asked for questions and comments.

In response to a question on the soon to be completed “Inspiring Futures” fundraising campaign, the President was asked how we intend to use these funds. The President noted that we had met our fundraising goal of $225 million and hoped to reach $250 million by its close. He further noted that most of the funds were endowment funds that are restricted to the purpose of the endowment. Many of the funds are designated scholarship funds. Thus much of the money raised is not flexible and can’t be used for things like faculty salaries.

A faculty member thanked the President for his willingness to work with Senate Leadership to find academic freedom language that protects the faculty’s ability to participate in forums like this. He further wondered whether we (the UI) had met his expectations and whether anything had surprised him. The President stated that he had been somewhat surprised by how highly valued we are by our alumni and how little confidence we have in our ability to be even better. He wants us to realize the difference we have made in the state of Idaho and that we can make an even bigger difference.

Asked about his desire to promote budget transparency, the President noted that there was a lot of budget information on the website. He further noted that University budgets were not as complicated as many seem to think.

**Adjournment:** A motion to adjourn (Foster/Ytreberg) was unanimously approved.

Respectfully submitted,

Don Crowley, Faculty Secretary
POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH 1520 – University Constitution

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): (Please see FSH 1460 C)

Senate Sub-Committee 9/23/14

Name Date

Policy Sponsor: (If different than originator.) Senate Leadership/ Marty Ytreberg.

Name Date

Telephone & Email: ytreberg@uidaho.edu 9/24/14

Reviewed by General Counsel __Yes __X__ 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.

Proposed language affirms academic freedom in faculty governance and university programs and policies.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None.

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

FSH 3160; FSH 1540

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 __________

web __________

Register: _____________

(Office Use Only)

Policy Coordinator Appr. & Date: ____________________________

[Office Use Only]

FSH

Appr. _____________

FC _____________

GFM _____________

Pres./Prov. _____________

[Office Use Only]

APM

F&A Appr.: _____________

[Office Use Only]

AFB

F&A Appr.: _____________

[Office Use Only]
Rationale for Academic Freedom Proposal

The proposed revision to the Faculty Constitution (FSH 1520) will expand the scope of academic freedom at the university. The proposed revision adds protection for faculty to speak and write freely on matters pertaining to university programs and policies and to faculty governance.

This new protection is important for several reasons. First, since faculty are engaged in more non-traditional learning and learning environments with students, the scope of the traditional protection for teaching activities has become ambiguous. Second, because the institution has added many faculty who do not enjoy the protection of tenure, clarity in the scope of academic freedom protection is crucial. Finally, robust and healthy faculty governance depends upon the free and open participation of faculty.

For those familiar with the original language proposed in spring 2014, there are two differences. First, the original proposal included amendments to the Faculty Constitution FSH 1520 and also to the Academic Freedom Policy in FSH 3160. Since FSH 3160 is based on Idaho State Board of Regents Policy, the proposed revision to this language was dropped in order to avoid inconsistency between board and UI policy. Second, the original proposal to the Faculty Constitution mirrored similar language in the Boise State University Faculty Constitution and included the phrase “without institutional discipline or restraint.” The new proposed policy does not include this phase. Its elimination does not narrow or limit the scope of the policy. The proposal expressly provides that faculty “may speak or write freely” regarding programs, policies and governance and therefore necessarily implies that the content of such speech and writing may not be the subject of institutional restraint or discipline.

Prepared Sep 24, 2014 by senate sub-committee (Brandt, Crowley, Ytreberg)
NOTE: When the university was young, the faculty’s business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee’s recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung’s support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator’s role/responsibility was clarified, staff membership increased to two and the required annual venue determination removed. In July 2013 the Faculty Senate’s membership was increased again by one member to represent the Student Bar Association. The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-09, 7-11, 7-12, 7-13]

CONTENTS:
Preamble
Article I. General Provisions
Article II. Faculty Classifications
Article III. Faculty Meetings
Article IV. Responsibilities of the University Faculty
Article V. Faculty Senate
Article VI. Rules of Order
Article VII. Amendments

PREAMBLE. The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]
Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university. [See also 1420 A.]
[ed. 7-00]

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] [ed. 7-00, 7-09]

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws. [ed. 7-09]

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit. [ed. 7-09]

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., “assistant research professor”, “assistant clinical professor” and “visiting associate professor”), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. [ed. 7-99, 7-09, rev. 7-01, 7-11]

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.][ed. 7-00, 7-09]

Section 3. Associated Faculties.
Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. [ed. 7-00, 7-09]

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty’s representation on the Faculty Senate. [ed. 7-09, rev. 7-11]

Section 4. General Faculty. “General faculty” is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III--FACULTY MEETINGS.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty. [ed. 7-09]

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B. [add. 7-09, rev. 7-12]

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary’s delegates at remote sites). [add. 7-09, ed. 7-12]

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty. [rev. 7-09]

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. [rev. 7-97, 7-09]

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval. [add. 7-09]

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary’s delegate
at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A). [add. 7-09, ed. 7-12]

Clause D. Secretary’s Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94. [add. 7-09]

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A-1-c.] [ed. 7-00, 7-09]

Clause A. Responsibility. The president is responsible for the agenda and it is issued under the president’s direction.

Clause B. Agenda Items from Individual Members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.] [ed. 7-00]

Clause D. Proposed Changes of Written Policies or Regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

Clause E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate
Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty’s responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the “Statement of Student Rights,” the “Student Code of Conduct,” and the “University Disciplinary Process for Alleged Violations of Student Code of Conduct.” [See 2200, 2300, and 2400.] [ed. 7-14]

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them. [ed. 7-09]

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.] [ed. 7-06, 7-09]

Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.] [ed. 7-05]

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to ad hoc advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640] [ed. 7-97, 7-09]

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.] [ed. 7-09]

ARTICLE V.--FACULTY SENATE.
Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.] [ed. 7-09]

Section 2. Structure. The senate is constituted as follows: [ed. 7-09]

Clause A. Elected Members. [ed. 7-00]

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college. [ed. 7-09]

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d’Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific. [add. 7-09, rev. 7-12]

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties. [See 1566.] [ed. & ren. 7-09]

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. [ed. & ren. 7-09]

(5) Staff. The representative body (Staff Affairs) of the university staff elects two employees who do not have faculty status to serve with vote in the senate. [ed. & ren. 7-09, rev. 7-12]

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] [ed. & ren. 7-09, rev. 7-13]

Clause B. Members Ex Officio. The president or the president’s designated representative and the secretary of the faculty are members ex officiis of the senate, with voice but without vote. [ed. 7-09]

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate. [ed. 7-09]

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that
approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected faculty member of the senate may serve an immediately ensuing term but see 1580 III-3. [ed. 7-09, rev. 7-12]

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate. [ed. 7-09]

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit. [ed. 7-09]

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.] [ed. 7-09]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned. [ed. 7-09]

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. [ed. 7-09]

ARTICLE VI--RULES OF ORDER. The rules contained in Robert’s Rules of Order Newly Revised govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents’ policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action. [ed. 7-
ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency

Minor Amendment □

Chapter & Title: FSH 1520 – University Constitution

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):
9/3/14 (Please see FSH 1460 C)

Telephone & Email:

Policy Sponsor: (If different than originator.)

Telephone & Email:

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.

Eliminate the inability for faculty to serve a consecutive term on senate or to continue after serving more than half of another faculty senate member’s term. If a college’s faculty vote them in, there should be no problem with them serving another term.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None.

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

IV. Effective Date: This policy shall be effective on 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: ____________________________

Policy Coordinator
Appr. & Date: __________________________
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web ______________
Register: ______________
(Office Use Only)

APM
F&A Appr.: ______________
[Office Use Only]
PREAMBLE. The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

Changes are in Article V Section 4.

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.]

Section 2. Structure. The senate is constituted as follows: [ed. 7-09]

Clause A. Elected Members. [ed. 7-00]

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college. [ed. 7-09]

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d’Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific. [add. 7-09, rev. 7-12]

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties. [See 1566.] [ed. & ren. 7-09]
(4) **Dean.** The academic deans elect one of their number to serve with vote in the senate. [ed. & ren. 7-09]

(5) **Staff.** The representative body (Staff Affairs) of the university staff elects two employees who do not have faculty status to serve with vote in the senate. [ed. & ren. 7-09, rev. 7-12]

(6) **Students.** Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] [ed. & ren. 7-09, rev. 7-13]

**Clause B. Members Ex Officio.** The president or the president’s designated representative and the secretary of the faculty are members *ex officio* of the senate, with voice but without vote. [ed. 7-09]

**Section 3. Officers.** Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate. [ed. 7-09]

**Section 4. Terms of Office.** Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected *A* faculty member elected to serve the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election, an immediately ensuing term [but see also FSH 1580 III-3]. [ed. 7-09, rev. 7-12]
POLICY COVER SHEET

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

[3/09]

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH 1580 – Faculty Senate Bylaws

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):
9/3/14
(Please see FSH 1460 C)

Policy Sponsor: (If different than originator.)

Telephone & Email:

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.

Eliminate the inability for faculty to serve a consecutive term on senate or to continue after serving more than half of another faculty senate member’s term. If a college’s faculty vote them in, there should be no problem with them serving another term.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None.

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

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

PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. In July 2012 the election process for the graduate student representative on Senate was clarified. In July 2013 the Faculty Senate’s membership was increased again by one member to represent the Student Bar Association. For further information, contact the Office of the Faculty Secretary (208-885-6151).

CONTENTS:
Article I. Function and Membership
Article II. Duties of Officers
Article III. Terms of Office
Article IV. Election of Officers
Article V. Meetings
Article VI. Student Members
Article VII. Executive Committee
Article VIII. Other Committees

ARTICLE I--FUNCTION AND MEMBERSHIP. The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.] [ed. 7-10]

ARTICLE II--DUTIES OF OFFICERS.

Section 1. Chair. The chair shall: preside at meetings of the senate; appoint the secretary, subject to confirmation by the senate; appoint special or ad hoc committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent. [ed. 7-10]

Section 2. Vice Chair. The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate. [ed. 7-10]

Section 3. Secretary. The secretary shall: maintain an accurate record of all meetings of the senate; publish the minutes or a summary thereof on the Faculty Senate website as soon as possible after they are approved; file official copies of the minutes, together with appropriate exhibits, and in the Department of Special Collections and Archives in the University Library for safekeeping; prepare reports of policy actions taken by the senate for review by the university faculty, president, and regents; maintain a file of the minutes of university-level standing committees; maintain a file of the current bylaws of the senate and of its standing committees; and perform such other duties as may be assigned by the chair or by the senate. [ed. 7-97, 7-10, rev. 7-11]
ARTICLE III--TERMS OF OFFICE.

Section 1. Members. The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws. [ed. 7-10]

Section 2. Officers. The term of office for officers of the senate is one year, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. [ed. 7-10]

Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that member’s normal term of office will be considered to have served one full term is ineligible for membership on the senate until one year has elapsed. [see FSH 1520 V-4 – Terms of Office] [ed. 7-10]

No further changes to this policy.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □
Emergency Minor Amendment □

Chapter & Title: FSH 3050 Position Description -Form

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): (Please see FSH 1460 C)
Provost Kathy Aiken
Name Date

Policy Sponsor: (If different than originator.) Senate Leadership, Marty Ytreberg Chair
Name Date

Reviewed by General Counsel _ _Yes _ _No Name & Date: __________

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

Current policy requires assessment for university accreditation. The desire is to allow more visibility of this requirement by putting language on the position description so that it becomes an annual reminder. Faculty Affairs has reviewed edited and approved.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None

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

IV. Effective Date: This policy shall be effective on 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 _________
web _________
Register: ____________
(Office Use Only)
I. TEACHING AND ADVISING:

1. Instruction (FSH 1565 C-1 a; Strategic Action Plan Goal 1). 
   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.

   a. Courseload:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Subject</th>
<th>Course #</th>
<th>Section</th>
<th>Course Credits</th>
<th>Credit Responsibility*</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   * Percentage/or credit(s) of responsibility for a team taught course.

   **See summary table on back page.

   b. Describe additional instructional responsibilities (course redesign; 
      introduction of new delivery methods; involvement in course, program, 
      and university level assessment of student learning outcomes; etc.).

   c. Provide a statement of your goals and objectives for teaching.

   Est. Instruction Percentage of Responsibility:

   Spring: _____  Fall: _____  Summer: ______

2. Advising and/or Mentoring Students (FSH 1565 C-1 b; Strategic 
   Action Plan Goal 1):

   a. Advisees (#): Undergraduate (Approx): Major ___ Minor ___
      Certificates ___

   b. Grad (Major Professor): Doctoral ___ Masters Thesis ___
      Masters Non-Thesis ___

   c. Mentees (#): Graduate ___ Undergraduate ___

   a. Other Service to Students (organization/program advisers, 
      masters/doctoral committees as opposed to major professor, etc.):

   b. Provide a statement of your goals and objectives for advising and/or 
      mentoring.

   Est. Advising and/or Mentoring Percentage of Responsibility:

   Spring: ____  Fall: ____  Summer: _____

Total Teaching and Advising Percentage of Responsibility:

Spring: _____  Fall: _____  Summer: ______
(carry forward to summary table)
II. SCHOLARSHIP AND CREATIVE ACTIVITIES (FSH 1565 C-2; Strategic Action Plan Goal 2): [May include Teaching/Learning (FSH 1565 C-2 a), Artistic Creativity (FSH 1565 C-2 b), Discovery (FSH 1565 C-2 c), Integration (FSH C-2 d), and Scholarship of Outreach/Application/Engagement Activities (FSH 1565 C-2 e)]

Provide a statement of your goals and objectives for scholarship and creative activities.

Est. Percentage of Responsibility:
Spring: _____  Fall: _____  Summer: _____
(carry forward to summary table)

III. OUTREACH AND EXTENSION (FSH 1565 C-3, Strategic Action Plan Goal 3): [May include Extension, Distance Education, Service Learning, Cooperative Education, Technology Transfer (see FSH 1565 B for definitions) [ed. 10-10]

Provide a statement of your goals and objectives for outreach and extension.

Est. Percentage of Responsibility:
Spring: _____  Fall: _____  Summer: _____
(carry forward to summary table)

IV. UNIVERSITY SERVICE AND LEADERSHIP:

1. Intramural Service (See FSH 1565 C-4 a): 
   a. Provide a statement of your goals and objectives for intramural service.

   Ext. Intramural Service Percentage of Responsibility:
   Spring: _____  Fall: _____  Summer: _____

2. Unit Administration (See FSH 1565 C-4 b.1.): [ed. 10-10]
   a. Provide a statement of your goals and objectives for unit administration.

   Ext. Unit Administration Percentage of Responsibility:
   Spring: _____  Fall: _____  Summer: _____

3. Other Administration (See FSH 1565 C-4 b.2.): [ed. 10-10]
   a. Provide a statement of your goals and objectives for other administration.

   Ext. Other Administration Percentage of Responsibility:
   Spring: _____  Fall: _____  Summer: _____

Total University Service & Leadership Percentage Responsibility:
Spring: ___  Fall: ___  Summer: ___
(carry forward to summary table)

<table>
<thead>
<tr>
<th>Percentage of Responsibility Summary</th>
<th>Planned Percentage Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area</td>
</tr>
<tr>
<td>Teaching and Advising</td>
<td></td>
</tr>
<tr>
<td>Scholarship and Creative Activities</td>
<td></td>
</tr>
<tr>
<td>Outreach &amp; Extension</td>
<td></td>
</tr>
<tr>
<td>University Service &amp; Leadership</td>
<td>Total (All must equal 100%)</td>
</tr>
</tbody>
</table>
Summer column should only be completed by faculty members who have a twelve month, fiscal year appointment. Academic year appointments (this includes all appointments less than 12 months) may attach a narrative for evaluation purposes with respect to their plans for additional activities undertaken in the summer that are outside their position description.

Example Academic Year:

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Fall</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising</td>
<td>40%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Scholarship/Creative Act.</td>
<td>45%</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Outreach &amp; Extension</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>University Service &amp; Leadership</td>
<td>5%</td>
<td>5% (x.5)</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Example Fiscal Year:

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Fall</th>
<th>Summer</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising</td>
<td>20%</td>
<td>14%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Scholarship/Creative Act.</td>
<td>42%</td>
<td>40%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>Outreach &amp; Extension</td>
<td>23%</td>
<td>33%</td>
<td>44%</td>
<td>32%</td>
</tr>
<tr>
<td>University Service &amp; Leadership</td>
<td>15%</td>
<td>13% (x.375)</td>
<td>10% (x.25)</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

☐ Interdisciplinary/Center Activities: Attach narrative.**

**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).

1. 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

2. Unit Administrator(s) (including faculty with joint appointments when appropriate): 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)

3. 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
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy) [3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☒ Revision* ☐ Deletion* ☐
Emergency ☐ Minor Amendment ☐

Chapter & Title: 3, 3460 Overtime Work, Compensatory Time, and Holidays

Administrative Procedures Manual [APM] ☐ Addition ☒ Revision* ☐ Deletion* ☐
Emergency ☐ Minor Amendment ☐

Chapter & Title: 50, 50.10 Processing Compensation for Overtime Work

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): Dan Stephens / Ron Town 11/7/14
(See please FSH 1460 C)

Telephone & Email: 885-2141 rontown@uidaho.edu

Policy Sponsor: (If different than originator.)

Ron Smith – VP / CFO 11/7/14

Reviewed by General Counsel _X_ Yes __No Name & Date: _Debra Ellers 11/3/2014

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.

In late 2013, resulting from an Internal Revenue Service (IRS) audit, the University was forced to temporarily suspend the current policy due to non-compliance with IRS rules and regulations. The purpose of the proposed revisions is to bring the policy into compliance with current Internal Revenue Service (IRS) compensation rules & regulations and allow for the reinstatement of the policy beginning in calendar year 2015.

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

After the policy was suspended in late 2013, departments have been tasked with the difficulty of ensuring they have sufficient budgeted financial resources to address the cash payment of all overtime hours worked. Reinstating a new compensatory payment policy for overtime hours worked will allow these departments to more effectively handle the financial impact of overtime hours incurred throughout the entire year – especially during peak / seasonal times.

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

FSH 3460 and APM 50.10 are related to compensatory time.

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.

Effective immediately upon final approval

If not a minor amendment forward to:

Policy Coordinator
Appr. & Date: [Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. ______________
[Office Use Only]

APM
F&A Appr.: ______________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web ______________
Register: ______________
(Office Use Only)
New UI Comp Time Policy – DRAFT

1) At the beginning of each year, all eligible classified employees have the opportunity to make an irrevocable election to decide to accrue overtime into a comp time bank instead of receiving cash payment for overtime hours worked.

2) Employees that do not make an election during the open enrollment period will default to receive overtime pay when earned.

3) Open enrollment will occur prior to the beginning of the calendar year in conjunction with the Employee Health Plan Open Enrollment Program. The employee election will begin on the first payroll of each calendar year.

4) Employees hired during the year must make an election within 30 days of their employment start date or default to receive immediate cash payment for overtime hours worked. Elections made by employees hired during or after the open enrollment, but prior to the new calendar year, will carry through the next calendar year.

5) All eligible classified employees who elected to accrue overtime into a comp time bank are allowed to accumulate a maximum of 240 overtime hours. Any comp time hours earned over the 240 hour maximum level will be paid in cash in the next available pay period.

6) Comp time hours banked can only be taken as time off and must be pre-approved by their Supervisor / Manager.

7) 100% of existing Comp time hours banked must be paid out in cash when:
   a. The employee moves from a classified position to a non-classified position or
   b. When the employee leaves the university.

8) The University has directed each unit to provide an annual one-time payment from their departmental funds to eligible classified employees that elected to accrue overtime into a comp time bank. This annual cash payment will only apply to those employees that have comp time hours banked in excess of 80 at the end of payroll 25 of each calendar year. The payment will reduce the employee’s comp time bank to the 80 hour maximum carry forward balance and be paid in payroll 26.

Examples:

A. Employee A works overtime and accrues 5 hours of comp time over the 240 hour threshold during the current pay period. The next paycheck for the employee will include an automatic payout of 5 hours to keep the CT bank at or below 240 hours as required by FLSA.
B. Employee B works overtime that accrues to comp time and at the measurement date has 110 hours banked. The employee will receive an automatic cash payment for 30 (110 – 80) hours of comp time in payroll 26.

C. Employee C works overtime that accrues to comp time and periodically takes time off. On the measurement date the employee has 60 hours of comp time banked and therefore will not receive an automatic cash payment because the hours banked are less than the 80 hour maximum carry forward.

D. Employee D makes no election during the open enrollment period and therefore will default to be paid in cash for all overtime hours worked for the remaining calendar year.

E. Employee E works overtime in year 1 and accrues 50 comp time hours to a bank. For year 2, Employee E elects to be immediately paid in cash for overtime hours worked. Employee E will continue to carry forward the 50 hours banked that must be taken as time off. The employee cannot request a cash payment for the 50 hours banked.

F. Employee F elects to accrue comp time for calendar year 2015 and ends the year with 150 hours of comp time in their bank. For calendar year 2016, the employee instead elects to receive cash payment for overtime hours when worked. During January through November, the employee uses 50 hours of their existing comp time as paid time off and has 100 hours remaining in their comp time bank as of payroll 25. The employee will receive an automatic cash payment for 20 (100-80) hours of comp time in payroll 26.

**November 2014 thru December 2015 - Implementation and Transition**

1. Conduct town hall meetings with University employees sometime within the first 2 weeks of November to discuss the new comp time policy.

2. During the December 2nd Faculty Senate meeting, provide them with a final draft of the comp time policy that General Counsel has approved.

3. Following the December 2nd Faculty Senate meeting, General Counsel will take the new comp time policy to President Staben for approval.

4. Once approved by the President, the Classified Employee Overtime Election Form will be made available in VandalWeb around December 3, 2014 – January 9, 2015 for all Classified Employees to make their annual election to be paid in cash for overtime hours worked or to accrue overtime hours into a comp time bank.

5. Beginning January 4, 2015, the University’s new comp time policy will take effect, pending approval by Faculty and President Staben.
6. In order to properly record comp time hours accrued, the following action items will be implemented in Banner Payroll in January 2015.

   a. A second comp time (CT Bank 2) will be created in Banner Payroll to record and report on any comp time hours earned after January 4, 2015
   
   b. A new comp time leave code will appear on employee time sheets to record any usage of comp time hours earned during calendar year 2015 under the new comp time plan.

7. The original comp time bank (CT Bank 1) will remain in order to provide employees who still have comp time hours available in CT Bank 1 the option to either use as time off or elect a cash payment. Please note that all comp time hours existing in CT Bank 1 will remain tax free when used as time off or paid in cash. These comp time hours were deemed taxed in prior years resulting from the outcome of the recent IRS audit.

8. Immediately following payroll 25 in 2015, a special Banner Payroll report will be generated to identify all classified employees with hours in CT Bank 2 that exceed the 80 maximum carryover. All comp time hours in excess of 80 will be added to the next payroll process and paid out in cash in payroll 26. Please note that all comp time hours existing in CT Bank 2 will be subject to payroll tax withholding when used as time off or paid in cash per IRS.

9. These one-time cash payouts will occur annually in payroll 26 of each calendar year.

Comp Time usage scenarios under the new plan but with both Comp Time banks in existence.

A. In February 2015, Employee A has accumulated 50 hours in CT Bank 1 and 20 hours in CT Bank 2. They elect take time off for a week and choose to report these 40 hours of comp time used from CT Bank 1. Because the 40 hours were taken from CT Bank 1, the employee will be paid these comp time hours with no payroll taxes withheld.

B. In March 2015, Employee B has accumulated 30 hours in CT Bank 1 and 40 hours in CT Bank 2. They elect take time off for a week and choose to report 30 hours of comp time used from CT Bank 1 and 10 hours from CT Bank 2. The 30 hours taken from CT Bank 1 will be paid with no payroll taxes withheld and the 10 hours taken from CT Bank 2 will be subject to payroll tax withholdings.

C. In April 2015, Employee C has accumulated 20 hours in CT Bank 1 and 60 hours in CT Bank 2. They elect take time off for a week and choose to report all 40 hours of comp time used from CT Bank 2. Because the 40 hours were taken from CT Bank 2, these comp time hours taken will be subject to payroll tax withholdings.
3460

OVERTIME WORK, COMPENSATORY TIME, AND HOLIDAYS

PREAMBLE: This section outlines the policies and procedures for overtime work and compensatory time. It appeared in the 1979 Handbook and has been rather frequently revised for clarification and so as to reflect changes in federal and state rules and practices. It was substantially revised in July 2005. In 2008 the policy was revised to remove reference to classified exempt no longer used at the university. In 2012 section B-6 was added to align with federal regulations. Unless otherwise noted, the text is of July 1996. Further information is available from Human Resources (208-885-3889). [ed. 7-97, 7-00, 9-06, rev. 7-05, 7-08, 1-12]

CONTENTS:
A. Definitions
B. Time and Leave Reporting
C. Overtime Work
D. Compensation for Overtime Work
E. Compensatory Time
F. Holidays

A. DEFINITIONS.

A-1. “Overtime work” is time worked on holidays and time worked in excess of 40 hours in a period of 168 consecutive hours (defined for UI employees as the seven consecutive 24-hour days beginning at 6 a.m. each Sunday). Overtime must be approved in advance in writing by the employee’s supervisor. [rev. 7-02, 7-05]

A-2. “Compensatory time” is pre-approved time off from duty provided in compensation for overtime hours worked, holidays worked, or other time worked as approved by the president or designee.

A-3. “Exempt employee” (also known as “non-classified employee”) is used to describe UI employees who are not classified employees, includes officers, members of the faculty, and members of the non-faculty staff whose positions are exempted from the provisions governing UI’s classified personnel system. [See also 3080.] These positions also are not covered by federal minimum wage and overtime requirements as discussed below in A-5. [rev. 7-05, ed. 7-08]

A-4. “Classified employees” are those holding positions which are subject to merit examination, selection, retention, promotion, and dismissal provisions, and whose compensation rates are determined by the position classification system of the University of Idaho. [ed. 7-02]

A-5. Certain positions, including exempt and faculty, are not covered by the overtime compensation requirements of the Fair Labor Standards Act [29 U.S.C. § 201-263 (“FLSA”), and Department of Labor (“DOL”) Regulations, 29 C.F.R. Parts 500-794]. These positions are defined by law and fall into the following categories of exemptions: administrative, professional, computer, executive, outside sales, or creative professional. In all cases, the determination of whether a position is exempt from the FLSA will be made by Human Resources, in consultation with the Office of General Counsel. [rev. 7-05, ed. 7-08]

B. TIME AND LEAVE REPORTING.

B-1. General Information. Employees are required to report time worked and leave taken. Hourly employees must record the hours worked each day as agreed upon by their
supervisor. The expectation for full-time, salaried employees is that they will work 40 hours per week or more to meet the needs and expectations of their position. Flexibility of the scheduled workweek is at the discretion of the supervisor, in accordance with the University’s flextime policy [FSH 3250]. Hours worked in excess of 40 do not carry over from one week to the next. Use of annual leave, sick leave, jury leave, medical leave, and other leave must be recorded by the department [see FSH 3710, A]. Supervisors should treat all employees consistently within their unit. See FSH 3710 to review leave eligibility criteria. The university-approved time report may be used for recording any leave. [rev. 7-05, ed. 7-08]

B-2. Faculty are salaried employees. All benefits-eligible faculty must report leave taken (annual, sick, jury, medical, etc.) of 4 or more consecutive hours via written, signed form to their department chair for signature. The data is recorded and the form kept on file by the unit for three years [see also FSH 3710]. [ed. 7-05, rev. 7-08]

B-3. Exempt employees and administrators (non-classified employees) are salaried employees. All benefits eligible non-faculty employees and administrators must report leave taken (annual, sick, jury, medical, etc) of 4 or more consecutive hours via written, signed form to their supervisor for his/her signature. The data is recorded and the form kept on file by the unit for three years [see also FSH 3710]. [rev. 7-05, 7-08]

B-4. Classified employees are hourly employees. The Fair Labor Standards Act and UI policy requires reporting the time arrived for work, the time lunch was taken, the time left for the day, and any leave (annual, sick, jury, medical, etc.) that was used. The employee may use any university-approved form to record these hours consistent with department guidelines. The employee and supervisor must sign the form and keep it on file in the unit for three years [see also FSH 3710]. [rev. 7-05, 7-08]

B-5. Temporary Help employees (Irregular Help and student employees) are hourly employees. The Fair Labor Standards Act requires reporting the time arrived for work, the time lunch was taken, the time left for the day, and any leave (annual or sick for those contributing to PERSI) that was used. The employee and supervisor must sign the form and keep it on file in the unit for three years [see also FSH 3710]. [ed. 7-05]

B-6. With the exception of holiday leave or when an employee (B-4 and B-5 above) is specifically requested to work outside of regular working hours, no leave may be reported if it results in pay in excess of the employee’s regular scheduled 40 hour work week. Written approval of both of the employee’s supervisor and unit head is required prior to submitting a time card that exceeds 40 hours with the use of leave. [add. 1-12]

B-7. References. For more information on procedures for these policies see APM 50.06, 50.38 and FSH 3710 and 3090 and Human Resources website at www.uidaho.edu/humanresources.aspx. [ed. 7-05, 7-10, ren. 1-12]

C. OVERTIMEWORK.

C-1. Overtime work should be permitted only in emergency or extremely unusual circumstances and requires prior written supervisor approval. The calendar period for determination of eligibility for overtime compensation is the seven-day period beginning on Sunday at 6 a.m. Whenever possible, employees who regularly work four 10-hour days are to receive the same 8-hour holiday compensation. When UI is closed for a holiday, the employee is rescheduled to work four 8-hour days during the week the holiday occurs (taking off only 8 hours for the holiday) or he or she makes other arrangements with his or her department to ensure he or she only works a total of 32 hours during the week that the holiday occurs. [See APM 55.08]. [ed. 7-10]

C-2. When the need for an employee to perform overtime work can be foreseen, prior approval by the dean or director is required. If overtime work is necessitated by a
University-wide emergency, the department administrator should immediately request approval via the dean or equivalent administrator. [ed. 7-05]

C-3. When the department administrator determines that it is in the interest of UI to pay classified employees for overtime work in cash, the appropriate procedure outlined in the APM is to be followed. [rev. 7-02]

D. COMPENSATION FOR OVERTIME WORK

D-1. Eligibility and manner of compensation for overtime work differ for the various categories of employees defined in section A. Overtime work must be recorded on an approved University of Idaho Time Report form, approved by the supervisor and recorded.

D-2. Faculty and exempt employees are not eligible for payment of overtime work. However, they may be eligible for equal compensatory time off if they work on official holidays or other times specifically authorized by the president (such as a general state of emergency). [See FSH 3470 and section F-2 of this policy for official UI holidays]. [rev. 7-02, 7-05, ed. 7-08]

D-3. Classified employees are eligible to receive payment for overtime work. Overtime payment may be paid in cash at 1.5 times their regular rate of pay at the discretion of the department administrator. In lieu of payment, classified employees will receive compensatory time off or cash payment, each at the rate of 1.5 hours off for each hour of overtime worked. Per Federal Law, subject to the election and limitation process described in APM 50.10.B. Absent the maximum employee electing accrual of compensatory time as described in APM 50.10.B, compensation for overtime work will be in the form of cash paid as overtime is 240 hours earned. [ren. 7-08]

D-4. Temporary Help (Irregular Help) employees are eligible to receive payment for overtime work. Temporary Help employees are paid hourly and qualify for overtime pay at the rate of 1.5. Temporary Help employees cannot accrue or use compensatory time. They are to be compensated in cash for any overtime worked in their next paycheck. If an employee has a less than full-time classified position, and at the same time has a temporary position, any overtime worked must be paid to the employee in their next paycheck. Compensation for overtime hours worked by work-study students must be processed following guidelines by the Financial Aid Office. [rev. 7-02, ren. 7-08]

E. COMPENSATORY TIME (see APM 50.10)

E-1. Classified employees are the only employees eligible to earn or accrue compensatory time except as is described in D-2 above. An employee may not have a compensatory time balance of more than 240 hours pursuant to the Fair Labor Standards Act. [ed. 7-08]

E-2. Classified employees are paid for unused compensatory time under the following circumstances:

a. If a classified employee has a compensatory time balance over the 240-hour limit, they automatically will be paid for the hours over 240. Departments are expected to monitor closely the accrual of compensatory time and not allow it to accrue for longer than a year.

b. Upon termination of UI employment, classified employees will be paid for the compensatory time balance at the employee’s current hourly rate or at the average of the hourly rate paid the employee during the final three years of employment, whichever is higher. [rev. 7-02]

c. If there is a change in the employee’s classification to a non-classified position, or if the classified employee transfers between UI departments in the same classification,
or if he/she is reassigned to another UI classified position, the classified employee will be paid for the compensatory time balance or be asked to take time off prior to beginning the new role.

d. Classified employees with accrued and unused compensatory time in excess of 80 hours at the end of payroll 25 of each calendar year will receive a mandatory cash payment for the balance in excess of 80 hours in their payroll 26 paycheck.

F. HOLIDAYS.

F-1. Compensation for holidays.

a. On an official UI holiday, full-time benefited UI employees will be paid for the number of hours they would normally work, up to 8 hours, even though they do not work on that day. Temporary and part-time employees (excluding employees in the College Work-Study Program) receive the benefit of the paid holiday provided that they are contributing to the state retirement system. They are credited with a fraction of eight hours equal to the fraction of 32 hours that they actually do work during the week in which the holiday occurs. [ed. 7-05]

b. If an employee works or is on paid sick leave, annual leave or compensatory time the day before or the day after the holiday, the employee is eligible for holiday pay. If an employee is on leave without pay on both the day before and the day after the holiday, the employee is not eligible for holiday pay. If an employee is on a fiscal-year appointment and works in a department or unit that closes down, thus precluding the employee’s working on the day before and/or after the holiday, the employee is still eligible for holiday pay. See APM 55.08. [renum. 7-05, ed. 7-10]

c. Employees who work on an official UI holiday and who are eligible for overtime payments must be paid at 1.5 times their regular rates of pay or be given compensatory time off at the rate of 1.5 hours for each hour worked. Fiscal year faculty and other exempt employees who work on a holiday may be given equal compensatory time off if authorized by the president [see D-2]. [renum. 7-05, rev. 7-08, 6-09]

d. A new employee whose date of hire normally would fall on a Monday holiday is to be appointed effective on Tuesday. An employee whose employment terminates for any reason is entitled to pay for any holiday observed after his/her last day worked, when the holiday is observed on the last day of the workweek and the employee works the first four days of the workweek or equivalent. [renum. 7-05]

F-2. Official UI Holidays. The following are the official University of Idaho holidays; New Year’s Day (January 1), Martin Luther King Jr.—Idaho Human Rights Day (third Monday in January), President’s Day (third Monday in February), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), the day after Thanksgiving, the day before Christmas (December 24), Christmas Day (December 25) and New Year’s Eve Day (December 31). In the event that a holiday falls on a Saturday, the preceding Friday is recognized as a holiday; in the event that a holiday falls on a Sunday, the following Monday is recognized as a holiday. The holiday schedule continues from year to year unless the President of the University notifies otherwise. [renum. 7-05]

F-3. Office Closure Around Holidays. The President of the University or official designee has the authority to announce the closure of offices and/or the early dismissal of staff around the holiday seasons. Unless otherwise notified by the president or official designee, regular office hours should be held and staff should not be dismissed early. Staff who must leave early should request the appropriate leave and keep record of this time. For more information on university closures please see APM 95.21. [rev. 7-05, ed. 12-13]
50.10 -- Processing Compensation for Overtime Work

November 20, 2006

A. General. The federal Fair Labor Standards Act (FLSA) provides guidance to define what constitutes overtime work. By definition, overtime is time worked on holidays and time worked in excess of 40 hours in a period of 168 consecutive hours beginning at 6:00 a.m. each Sunday workweek and compensated at not less than time and one-half the employee’s regular rate of pay.

A-1. Primary and Secondary Positions. Every employee must have one position designated as the "Primary" position. An employee may have one or more "Secondary" positions. When an employee holds a board-appointed position, that position is the "Primary" position. [Note: For employees holding two part-time Board-appointed positions, it is necessary to designate one of these jobs as "Primary" and the other as "Secondary".]

A-2. Overtime Eligibility. (see FSH 3460 A-4 or E-1). Three forms in Banner deal with the designation of when, if, and where overtime is generated by a particular employee. Completion of these forms enables Banner payroll processing to automatically calculate overtime or compensatory time when overtime work is entered by the timekeeper for a particular employee and approved by the employee’s supervisor. Specifically, these forms include:

i) PTRECLS Form. The PTRECLS form defines the employee classes. One of the parameters in the definition of each class is whether or not the class is covered by FLSA overtime regulation.

ii) PEAEML Form. The PEAEML form makes a "General Person" an employee. During the process of entering the PEAEML form, the employee is assigned to an employee class (from PTRECLS) and an FLSA indicator of (C)ash, (A)ccrual, or (N)one is selected (indicating whether or not overtime compensation is to be paid, and the form in which it is to be paid).

iii) NBAJOBS Form. The NBAJOBS form assigns a position/suffix to a person designated as an employee.

   a) When an employee has one job, that job is "primary".
   b) When an employee has one board-appointed job and one temporary help (TH) job, the Board-appointed job is "primary" and the TH job is "secondary".
   c) When an employee has two or more board-appointed jobs, or two or more TH jobs, one must be designated as "primary" and all others as "secondary".

B. Process. The amount of overtime compensation, and whether it is compensated in cash or in compensatory time, are calculated automatically by Banner for eligible employees when departmental timekeepers enter the time worked for each employee (see FSH 3460 E-1 for eligibility) as part of the payroll processes from time entered by the employee and approved by the employee’s supervisor.

B-1. Overtime eligible (classified employee class) may make an irrevocable election each year to opt out of accruing compensatory time rather than receive payment for overtime worked as it is earned. On-call hours are compensated at hour-for-hour and will be subject to the employee’s election of compensatory time or cash payment.

   i) An election period will coincide with the yearly open enrollment for health benefits.
ii) Employees will make their election via VandalWeb during the election period.

iii) The election made will begin with the first payroll period of the new calendar year following the enrollment period.

iv) Newly hired employees will have 30 days from their initial employment start date to make their election for the remaining calendar year they are hired. An initial election made during the election period will also apply for the ensuing calendar year.

B-2. Employees who do not elect compensatory time will default to cash payment for overtime hours worked in the payroll period it was earned. No exceptions can be made for the elections not made during the enrollment period.

B-3. B-1. Whenever possible, the payroll calculation process charges overtime compensation to the Primary job's budget. [rev. 11-06]

C. Procedure. Departmental timekeepers enter hours worked as explained below. Banner payroll processing will calculate FLSA overtime payments depending upon the type of employee appointment and annual election.

C-1. Temporary Hourly (TH) and Board-Appointed Employees. Hours worked by these employees (and hours credited for holidays) are entered in every pay cycle by the employee into VandalWeb time entry. Time entry should be done daily to ensure the accuracy of time entered, departmental timekeeper or accrued on the time clock. Time entry begins Friday (payday) of Week 2 of the bi-week following the bi-week for which time is being entered, and ends at 5:00 p.m. on the following Tuesday, which is Week 1 of the subsequent bi-week.

C-2. Board-Appointed Employees. Time worked for board-appointed employees will automatically default from the work schedule set-up on the employee's NBAJOBS form. Timekeepers enter hours of sick leave, annual leave, compensatory time, and overtime. Time entry begins Friday (payday) of Week 2 of the bi-week, following the bi-week for which time is being entered, and concludes at 5:00 p.m. on the following Tuesday, which is Week 1 of the subsequent bi-week.

D. Criteria. Banner payroll processing will produce different results for employees holding multiple positions (e.g. more than one TH position, more than one board-appointed position, or a combination of one board-appointed and one or more TH positions). The effects are explained, and illustrative examples are provided, in the sections indicated.

D-1. Employees Holding More than One Temporary Hourly (TH) Position. The payroll calculation process calculates the overtime compensation at a "blended rate" and charges that rate to the position designated as the primary position. The employee is compensated in cash. [See 50.10.E-1]

D-2. Employees Holding Both Board-Appointed and Temporary Hourly Positions. Overtime pay is charged to primary position (even if board-appointed) and the rate of pay is 1.5 times the "blended rate." The employee is compensated in cash. [See 50.10.E-2]

D-3. Employees Holding a single full-time Classified Position. These employees will accrue compensatory time or receive cash payment, determined by their annual election [See 50.10 B-2], at 1.5 their hourly rate and compensatory time taken is charged to the budget from which their position is funded. [See 50.10.E-3] [rev. 11-06]
E. Information. Detailed explanations with examples are provided below to illustrate the effect of Banner payroll processing on employees in the different criteria listed in 50.10 (D).

E-1. Employees Holding More than One Temporary Hourly (TH) Position. General rule: If an employee (a) has more than one job, (b) is covered by FLSA overtime regulations, and (c) works more than 40 hours during a specified work week (6:00 a.m. on the first Sunday of Week 1 through 5:59 a.m. of the second Sunday of Week 2), the payroll calculation process calculates the overtime pay at a "blended rate" and charges that amount to the budget of the primary position. The following example illustrates the payroll calculation for an employee with more than one TH position.

Example: Employee Tom Thumb has two Temporary Hourly positions. The departmental timekeeper (or timekeepers, if the TH employee works in more than one department) has/have designated one of the TH positions as "primary".

i) Assume:
   a) The Primary position is paid at the rate of $10.00/hour from Budget BNB678
   b) The Secondary position is paid at the rate of $5.00/hour from Budget UBX890
   c) Tom worked 20 hours each week in his primary position and 25 hours in week 1 and 20 hours in week 2 in his secondary position.

In the PHAHOUR (the time entry) process, the following occurs:

ii) Timekeeper(s) do the following:
   a) The timekeeper for the Primary position enters 40 hours on PHAHOUR for the two week period (@ 20 hours each week)
   b) The timekeeper for the Secondary position enter 45 hours on PHAHOUR for the two week period (25 hours Week 1, 20 hours Week 2)

iii) During PHPCALC (the calculation process), the following occurs:

   a) 40 hours are paid at $10.00/hour and charged to BNB678 = 400.00
   b) 45 hours are paid at $5.00/hour and charged to UBX890 = 225.00
   c) 5 hours are paid at a blended rate, $3.61, & charged to BNB678 = 18.06

The *blended rate is calculated by dividing the total pay in the week during which overtime was accumulated by the total number of hours worked during that week. The calculation is done automatically by Banner processing. In this case the calculation (with 45 hours worked in Week 1) would be:

\[
20 \times 10.00 = 200.00 \\
25 \times 5.00 = 125.00 \\
Total \ Pay = 325.00 \\
Total \ Pay/45 = 7.22 \ Time @ 1/2 = $3.61
\]

[Note: The $7.22 rate is divided by 2 because "straight time" has already been paid from the budget where the overtime hours were accrued, therefore it is necessary only to pay the additional "one-half time" on the blended rate.]

iv) Please note the effects of the following actions by the timekeeper on the payroll calculation process for employees holding two TH positions:
a) If (1) Tom Thumb had no activity within one of these positions (e.g., did not work that bi-week in one of the TH jobs), and (2) the timekeeper deletes or ignores the record for that position from the PHAHOUR form at the PHPTIME process, and (3) overtime was worked in another position, then (4) the blended rate would not be calculated and (5) the budget that incurred the overtime would be charged appropriately.

But, alternatively.....

b) If (1) Tom Thumb had no activity in the primary position, and (2) the timekeeper entered "0" for the hours worked (instead of deleting the record), and (3) overtime was worked in the secondary position then (4) the blended rate would not be calculated and (5) the overtime hours would be charged to the Primary budget even though the employee did not work on that budget during that bi-week.

E-2. Employees Holding Both Board-Appointed and Temporary Hourly Positions. General rule: Overtime pay is charged to the primary positions budget and the rate of pay is 1.5 times the "blended rate."

i) The PEAEMPL form requires that an employee have only one "employee class," thus the selection of "cash" or "compensatory time" applies to all jobs held by that employee--it is not possible to accrue compensatory time in one position (e.g., the classified position) and pay cash for overtime in another position (e.g., the TH position).

ii) Because TH employees cannot accrue compensatory time, the default procedure for employees in this situation requires all overtime to be paid in cash, regardless of whether the overtime is accrued on the board-appointed (classified) position or the TH position.

iii) Board-appointed positions are, by default, the "primary" positions. Overtime is generally charged to the primary position.

iv) Overtime is calculated at the blended rate and expensed to the primary job’s budget(s).

E-3. Employees Holding full-time Classified Positions Covered 1.5 Compensatory Time. General rule: These employees will accrue compensatory time. The timekeeper enters overtime in the pay period following the bi-week in which it was worked by entering the total hours worked under "REG" pay. The system will calculate the compensatory time earned and put it in the compensatory time "bank".

i) Overtime Pay Information. Manual intervention is required to compensate in cash those employees who are covered by the wage and hour provision of the Fair Labor Standards Act (who receive overtime compensation or compensatory time at 1.5 times their hourly rate. Please call Payroll Services at 885-3613368 for questions. [rev. 11-06]
TO: University Curriculum Committee
FROM: Office of the Registrar
RE: Faculty-Staff Handbook 4620
DATE: September 17, 2014

UI FACULTY-STAFF HANDBOOK
CHAPTER FOUR: ACADEMIC POLICIES AND REGULATIONS

4620 ACADEMIC CALENDARS

PREAMBLE: This section outlines the basic structure of the academic year and includes planning calendars for fall semester, spring semester, summer session, and the intersession. The material assembled here all appeared in the 1979 Handbook. Subsection A was modified in February of 1991 by the removal of a requirement that the regents approve all annual calendars. Subsection B has been updated from time to time to keep the calendars presented there useful while subsection C was revised in 1984 and again in 1989 to reflect the changing demands of summer scheduling. Subsection D, which reflects and makes explicit long-standing practice, was added in 2001. For further information, contact the Registrar’s Office (208-885-6731). [ed. 7-97, 7-01]

CONTENTS:
A. Academic Calendar
B. Planning Calendars
C. Summer Scheduling Plan
D. Intersession Scheduling Plan

A. ACADEMIC CALENDAR. Each academic year includes two 16-week semesters, a summer session between Spring and Fall Semesters, an intersession between Fall and Spring semesters, and short courses that fall within one of these standard sessions. The Fall semester ends shortly before Christmas; the Fall and Spring semesters together must include at least 160 instructional days, including the final-examination period. Changes in the established pattern for the academic calendar require approval by the Faculty Senate and the university faculty. [ed. 7-01, 7-09]

B. PLANNING CALENDARS. For planning purposes, the pattern of the academic calendar in effect for 2003-04 has been projected through the year 2012-13 as shown on the following page. In each year there are 79 instructional days in the fall semester and 81 in the spring. [ed. 7-98, 7-02, 7-04]
### Summer Session

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<tr>
<td>Begins</td>
<td>May 19</td>
<td>May 18</td>
<td>May 16</td>
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<td>May 14</td>
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<tr>
<td>Memorial Day</td>
<td>May 26</td>
<td>May 25</td>
<td>May 30</td>
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<td>May 28</td>
<td>May 27</td>
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<tr>
<td>Independence Day</td>
<td>July 4</td>
<td>July 3 (observed)</td>
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### Fall Semester

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<td>Sept 1</td>
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<tr>
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<td>Dec 12</td>
<td>Dec 10</td>
<td>Dec 9</td>
<td>Dec 8</td>
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<tr>
<td>Final Grades Due, 12:00 PM</td>
<td>Dec 16</td>
<td>Dec 21</td>
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### Winter Intersession

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<tr>
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<td>Jan 13</td>
<td>Jan 12</td>
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### Spring Semester

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<td>Jan 14</td>
<td>Jan 13</td>
<td>Jan 11</td>
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<td>Jan 16</td>
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<td>Jan 21</td>
<td>Jan 20</td>
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<tr>
<td>President’s Day</td>
<td>Feb 16</td>
<td>Feb 15</td>
<td>Feb 20</td>
<td>Feb 19</td>
<td>Feb 18</td>
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<tr>
<td>Finals</td>
<td>May 11-15</td>
<td>May 9-13</td>
<td>May 8-12</td>
<td>May 7-11</td>
<td>May 6-10</td>
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<tr>
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<td>May 14</td>
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### Summer Session

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<td>May 17</td>
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<tr>
<td>Memorial Day</td>
<td>May 31</td>
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<td>July 5 (observed)</td>
<td>July 4</td>
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<td>July 4</td>
<td>July 3 (observed)</td>
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<td>Summer Session Ends</td>
<td>Aug 6</td>
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<td>Aug 4</td>
<td>Aug 2</td>
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<td>July 31</td>
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### Fall Semester

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<tr>
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<tr>
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<td>Dec 13-17</td>
<td>Dec 12-16</td>
<td>Dec 11-15</td>
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<td>Dec 8-12</td>
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### Winter Intersession

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<tr>
<td>Classes Begin</td>
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<td>Dec 17</td>
<td>Dec 16</td>
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<tr>
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### Spring Semester

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<td>Jan 7</td>
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<tr>
<td>President's Day</td>
<td>Feb 21</td>
<td>Feb 20</td>
<td>Feb 19</td>
<td>Feb 17</td>
<td>Feb 16</td>
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<tr>
<td>Finals</td>
<td>May 9-13</td>
<td>May 8-12</td>
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</table>
POLICY COVER SHEET

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

[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐

Emergency

Minor Amendment ☐

Chapter & Title: FSH 3760 Educational Discount

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.”

<table>
<thead>
<tr>
<th>Originator(s):</th>
<th>Faculty Senate /Senate Leadership</th>
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<tr>
<td>(Please see FSH 1460 C)</td>
<td>Name</td>
</tr>
<tr>
<td>Telephone &amp; Email:</td>
<td>Ruth Funabiki, Faculty Affairs Chair</td>
</tr>
<tr>
<td>Policy Sponsor: (If different than originator.)</td>
<td>Name</td>
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<tr>
<td>11/17/14</td>
<td></td>
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<tr>
<td>Telephone &amp; Email:</td>
<td><a href="mailto:funabiki@uidaho.edu">funabiki@uidaho.edu</a></td>
</tr>
<tr>
<td>Reviewed by General Counsel</td>
<td><em>X</em> Yes ____ No</td>
</tr>
<tr>
<td>11/25/14</td>
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</tr>
</tbody>
</table>

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.

To address an exception in current policy that appears outdated which limits the ability for off-site employees to take courses at a reduced rate much like Moscow employees who have the advantage of taking face-to-face classes. The exception limiting this for all employees affects our off-site employees most since most classes they are able to take are web-based, hybrid or video-conference type courses (non-face-to-face courses).

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? None

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

IV. **Effective Date:** This policy shall be effective on 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:

<table>
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<th>Policy Coordinator</th>
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3760
EDUCATIONAL PRIVILEGE

PREAMBLE: This section outlines the policy whereby certain members of the larger UI community may enroll in the university for reduced fees. In July 2012 in order to address the financial impact to the university associated with this policy, the discount for employees at other Idaho institutions was revised. See 3740 for historical background. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 6-09, rev. 7-12]

A. POLICY. Enrollment in the university for reduced fees ($20 registration fee plus $5 a credit) is a privilege extended to the following members of the UI community: (1) faculty members emeriti, honored staff retirees, and their spouses, (2) members of the affiliate faculty not otherwise considered employees [See also Section 3740], and (3) non-remarried widows or widowers whose spouses’ deaths occurred while they were in the employ of, on official leave from, or retired from UI. [See also Section 3750 F.] Employees at other four-year higher education institutions and state agencies under the jurisdiction of the State Board of Education are eligible for this privilege. This educational privilege is subject to the provisions, interpretations and limitations contained in the following subsections. Fees waived under this privilege may be subject to tax liability. [ed. 7-02, rev. 7-12]

B. LIMITATION TO REGULAR PROGRAMS AND TERMS. This educational privilege applies only to courses that are offered in a traditional classroom setting [i.e., face-to-face or utilizing same location, instructors and students] or extended education methods (e.g., web, hybrid, video-conferencing and other technologies) during a regular academic session or intersession period. This privilege does not apply to continuing education courses or courses offered through Independent Study in Idaho. Specifically, courses taught via extended education methods (e.g., web, hybrid, video-conferencing and other technologies), correspondence, or continuing education are excluded from this program. The education privilege is limited to six credits in a semester, three credits in the summer session, and three credits per year in intersession courses. Full fees and applicable tuition are charged for those credits that exceed the specified limit; the privilege does not apply to full-time students. [ed. 7-97, rev. 7-12]

C. LIMITATION TO ACADEMIC SERVICES. A person who is registered under this policy is entitled only to academic services (e.g., instruction and use of the library). Other services covered by regular full-time student fees, such as student health services, insurance, ASUI membership, student activities, and admission to athletic events, are not included. Special fees imposed for certain aspects of instruction, such as for special courses and programs, individual instruction in music, and course-related field trips, must be paid separately. [rev. 7-12]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □
Chapter & Title: FSH 3760 Educational Discount - substitute

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):
(Please see FSH 1460 C)

Telephone & Email:

Policy Sponsor: (If different than originator.)
11/17/14

Telephone & Email:

Reviewed by General Counsel
_X_ Yes __No Name & Date: Kent Nelson
11/25/14 __Rev. appr. 1/7/15_

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.

Motion to substitute original version of FS-15-031 approved at senate. The intent is to remove the face-to-face restriction from UI Employees only. The version that was approved inadvertently removed the restriction from all non-UI employees, those at other four year educational institutions in Idaho.

II. Fiscal Impact:
What fiscal impact, if any, will this addition, revision, or deletion have? None

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

IV. Effective Date:
This policy shall be effective on 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:

Policy Coordinator
Appr. & Date:
[Office Use Only]

FSH
Appr. __________________
FC __________________
GFM __________________
Pres./Prov. _____________
[Office Use Only]

Track # ___________
Date Rec.: _____________
Posted: t-sheet ________
h/c ___________
web ___________
Register: ______________
(Office Use Only)

APM
F&A Appr.: ____________
[Office Use Only]
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C. LIMITATION TO ACADEMIC SERVICES. A person who is registered under this policy is entitled only to academic services (e.g., instruction and use of the library). Other services covered by regular full-time student fees, such as student health services, insurance, ASUI membership, student activities, and admission to athletic events, are not included. Special fees imposed for certain aspects of instruction, such as for special courses and programs, individual instruction in music, and course-related field trips, must be paid separately. [rev. 7-12]
Feedback to Questions re: Suggested Revisions to FSH 3180
(Creation of proposed FSH 3185)

On April 15, 2014, Human Resources received a series of questions from the Faculty Affairs Committee regarding proposed changes to FSH 3180. Specific questions were as follows:

1. What is the rationale and justification behind these changes, more specifically D-1 and the impact D-1 will have on faculty? D-1 is requesting that employees fill out yet another form with data that for faculty is collected/entered elsewhere e.g. position description and annual evaluations.
2. What are the expectations of faculty with respect to this policy overall and are concerned about the effect D-1 will have on faculty?
3. What is the practicality of a 30-day timeframe to submit data?

In response to these questions, and from additional discussions with the FAC, the proposal was separated from FSH 3180 and placed in a new section, FSH 3185. The rationale for the policy and response to the questions from the FAC follows.

Background

University Compliance programs are a reflection of an organizational culture that is defined by norms or beliefs shared by the university community. This culture is shaped by the organization’s leadership and is often expressed in terms of shared values and guiding principles. In turn, these values and principles are reinforced by systems and procedures, including work-related education, implemented throughout the organization. Together, these values, guiding principles, systems and procedures form a University’s compliance program.

Rational for Revisions to FSH 3180

The University of Idaho’s employee work-related education needs have become essential for university compliance, employee competence, employee retention, and transfer of institutional knowledge. Policy of the Regents’ policy (Policy V.Y.2.e) requires the University to provide adequate training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities. Compliance training topics include administrative and personnel requirements, research, workplace climate, public safety, and resource management. The University’s obligations in this regard have outgrown our current arrangements and it is time to build towards a comprehensive, sustainable University of Idaho employee work-related education plan. The timing of this request is particularly prudent because the University is launching a comprehensive employee compliance education initiative.
Professional Development and Learning (PDL) is the University of Idaho department charged with professional development and work-related education for all University of Idaho employees. The University benefits from a centralized employee work-related education mechanism and repository, housed within the primary staffing department, Human Resources, and managed by the dedicated university employee work-related education unit. A centralized work-related education function ensures decreased redundancy of functions (cost savings), increased collaboration and coordination between employee work-related education stakeholders, and a more efficient transfer of knowledge to employees.

FSH 3185

The proposed FSH 3185, reflects the University’s commitment to its obligation to provide confirmation of work-related compliance education for our employees. Policy revisions include an expansion of definitions to include both university-directed and job specific work-related education. University-directed work-related education is designated by the University President or the President’s direct designee. Participation in these trainings is required for all employees or the identified subset of personnel as designated by the President or designee. Job-specific work-related education is designated by the university for specific positions within the University.

Documentation of work-related learning completion, especially for university-directed and job-specific topics is essential for fulfilling our compliance reporting requirements. All university-directed and many job-specific work-related education modules will be deployed through the University’s centralized learning management system. This system will automatically capture learning documentation, and will not require a submission of additional learning documentation from supervisors or employees. There is no additional form to complete.

Submission of learning documentation for self-directed professional development for entry into the University’s centralized learning management system is optional. The responsibility for timely (within 30 days after the event) submission resides with responsible employee. There is no additional form to complete. All learning documentation received will be entered into the University’s centralized learning management system.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

Faculty/Staff Handbook [FSH] □X Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: 3185 Employee Work Related Education

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): Elissa Keim 3/4/2014
(Please see FSH 1460 C)
Telephone & Email: 208-885-2322 ekeim@uidaho.edu

(If different than originator.)
Telephone & Email: 208-885-3478 gregwalters@uidaho.edu

Reviewed by General Counsel _X__Yes ____No Name & Date: Kent Nelson, 3/5/ & 12/3/2014 ____

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.
Update the FSH to incorporate a policy related to university-directed and job-specific required education, clarify supervisor and employee responsibility, and documentation requirements.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
None

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

IV. Effective Date: This policy shall be effective on 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 __________________
web _________
Register: ____________ (Office Use Only)

Policy Coordinator Appr. & Date:
[Office Use Only]

FSH
Appr. ____________
FC ____________
GFM ____________
Pres./Prov. ____________
[Office Use Only]

APM
F&A Appr.: ____________
[Office Use Only]
EMPLOYEE WORK-RELATED EDUCATION

PREAMBLE: This section addresses work-related education across the University as a component of the University’s compliance program. For more information on the University’s compliance program, visit

A. Introduction. Work-related education is sometimes required for faculty and staff. Typically, work-related education is required by federal or state regulations or to address a legal, financial, or physical risk.

B. Definitions.

B-1. University-wide work-related education (see FSH 3180): has been identified by the University President or their designee as mandatory work-related education for all employees.

B-2. Job-specific work-related education (see FSH 3180): has been identified by the University President or their designee or by supervisors/unit administrators as mandatory work-related education for specific functions or positions within the University.

C. Responsibilities. It is expected that work-related education will be completed within the employee’s normal working day. The employee’s participation in work-related education should be discussed with the employee’s supervisor or unit administrator. Supervisors and unit administrators may require employees to schedule participation in advance.

C-1. Employee: It is the responsibility of the employee to complete required work-related education.

C-2. Supervisor: It is the responsibility of the supervisor to provide support and reasonable accommodation so that employees can participate in work-related education.

C-3. Annual Review: During the annual review, work-related education requirements and compliance shall be discussed with the employee in developing the goals for the upcoming year.
C-4. Expenses: The University will endeavor to provide access to required work-related education from within the University whenever reasonably feasible. The University may also identify outside sources for such education. When circumstances justify utilization of outside sources, reimbursement for participation may be obtained from the unit or other appropriate university source, and may include: travel, per diem, living expenses, and registration fees.

D. Miscellaneous.

D-1. Work-related Education Time Reporting for Classified Employees: Both University-wide and job-specific workplace education scheduled outside regular work hours is considered time worked and is eligible for overtime. However, the employee must obtain supervisor approval for overtime (see FSH 3460 and APM 50.10).

D-2. Flextime and Flexplace: Alternative arrangements can be made for external work-related education through flextime and flexplace (see FSH 3250).

D-3. Compliance Records: Human Resources maintains the central work-related education record system. Work-related education provided by the University will be automatically documented through this central system or by the University’s trainer/presenter. If an employee participates in required work-related education outside the University, it is the responsibility of the employee to provide records to Human Resources showing completion of the education as soon as practical, but no later than 30 days after the event.
POLICY COVER SHEET

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

[3/09]

Faculty/Staff Handbook [FSH] □ Addition □ X Revision* □ Deletion* □
Emergency
Minor Amendment □

Chapter & Title: 3180 Employee Professional Development and Learning
Administrative Procedures Manual [APM] □ Addition □ Revision* □ Deletion* □
Emergency  Minor Amendment □

Chapter & Title: __________________________

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): Ann Thompson 12/1/14
(Please see FSH 1460 C)

Telephone & Email: 885-6151 annat@uidaho.edu

Policy Sponsor: (If different than originator.) Don Crowley, Faculty Secretary

Telephone & Email: 208-885-7808 crowley@uidaho.edu

Reviewed by General Counsel  X__Yes ____No Name & Date: Kent Nelson
12/2/2014

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.
Edit D-1 minor edit needed that was discovered during review of new policy FSH
3185 Employee Work Related Education.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion
have?
None

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

FSH 3185

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: __________________________

Policy Coordinator Appr. & Date:
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________

Track # ____________
Date Rec.: __________
Posted: t-sheet ________
h/c ________
web ________
Register: __________
(Office Use Only)

APM
F&A Appr.: _______
[Office Use Only]
EMPLOYEE PROFESSIONAL DEVELOPMENT AND LEARNING

PREAMBLE: This section describes the university’s commitment to professional development and learning opportunities for employees. The organization, culture, and climate at the University of Idaho are enhanced by employees who are innovative, knowledgeable, and engaged in life-long learning through a system of professional development. These opportunities lead to a positive, dynamic, adaptable, and vital work climate in which employees share a passion for knowledge, innovation and creativity while maintaining high academic and ethical standards. For more information on Employee Professional Development and Learning, visit www.uidaho.edu/pdl.

CONTENTS:
A. Introduction
B. Definitions
C. General
D. Miscellaneous

A. Introduction: The University of Idaho is a dynamic learning community committed to high quality, ongoing, and sustainable professional development opportunities for all employees. The university encourages employees to meet professional and personal goals through a comprehensive system of flexible learning opportunities that build and increase knowledge and skills, facilitate networking with colleagues, and support career advancement.

B. Definitions.

B-1. Professional Development: a learning process that expands the capacity of an employee to advance in the responsibilities defined in his/her position description and/or personal aspirations and aligns with the university’s goals, enhancing an employee’s expertise and ability.

B-2. Self-directed: chosen by the employee to enhance personal skills, knowledge and abilities, or for career advancement. Examples include: taking an unrelated class taken for personal interest, attending a conference, obtaining additional training.

B-3. University-directed: work-related education and training required by the University in general, the employee’s supervisor and/or the position description. Examples include: performance management and supervisory skill development, teaching, technical skills (such as grant writing, Banner training or software programs), regulatory requirements (such as certification, legal compliance), and university policy and procedure.

B-4. Training, Workshop, or Conference Presentations: development and dissemination of material that conveys an employee’s expertise, experience and knowledge to advance professional development at the University.

C. General. The focus and means of an employee’s professional development and learning activities, University-directed or self-directed, shall be guided by university and unit objectives and needs, available resources, and individual goals. Supervisors/unit administrators shall encourage, foster and expect participation in ongoing professional development and learning opportunities. Examples include: training, workshops, or
conference presentations, faculty sabbatical leave (FSH 3720) or staff professional leave (FSH 3710 P), university academic courses (FSH 3740), and other activities agreed upon.

C-1. Advance Approval: Participation in professional development and learning activity shall be discussed with the employee’s supervisor or unit administrator and approved in advance.

C-2. Supervisor Responsibilities: Supervisors/unit administrators will support professional development and learning for all employees. During the annual review, professional development and learning opportunities shall be discussed with the employee’s supervisor/unit administrator in developing the goals for the upcoming year. The types and reasonable hours for same will be agreed upon based off the overall unit’s expectations and strategic plan.

C-3. Expenses: Reimbursement for participation in professional development and learning opportunities may be obtained from the unit (at the unit’s discretion) or other appropriate university source, resources permitting, and may include: travel, per diem, living expenses, and registration fees. (see APM 70.04)

D. Miscellaneous

D-1. Professional Development Time Reporting for Classified Employees:

a. Self-directed professional development and learning outside regular work hours is not considered time worked and is ineligible for compensatory time or overtime (see FSH 3460).

b. University-directed professional development and learning is considered part of the employees work time and as such is eligible for compensatory time or overtime (see FSH 3460 and APM 70.04).

D-2. Alternative arrangements can be made for external professional development and learning opportunities through flextime and flexplace (see FSH 3250).
Rationale: A significant number of professional staff advisors are employed on campus, yet no professional advisors sit on the Gen Ed committee. These advisors are responsible for helping students understand and comply with gen ed requirements. Without input from this important group, staff advisors feel important information on impact and distribution may be lost in translation. The UIACADA (Academic Advising Association) group felt the seat would best be filled by the director of academic advising, currently Andrew Brewick.

From Andrew Brewick: Ali Bretthauer informed me that Committee on Committees is considering my addition to the University Committee on General Education in a non-voting role. I would be honored to represent advisors in this capacity and I believe this is a critical addition to UCGE for the following reasons:

- Professional advisors are well suited to represent the interests of the students when curricular changes are being considered.
- Professional advisors often understand the specific curricular pathways students navigate when completing their general education and degree requirements. Therefore, a professional advisor would be able to identify possible issues/bottlenecks when changes are being considered by UCGE.
- Since three of the eight undergraduate colleges have some form of professional advising during the first two years, it is vital they stay abreast of emerging changes or initiatives that may come out of UCGE.
- Since intrusive advising and degree pathways are central pillars of the Complete College America agenda (of which Idaho is a member), it is important to have an advising perspective present when any change to the University General Education is considered.

FSH 1640.89
UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

A-1. University Committee for General Education serves as the curriculum body for general education by soliciting and approving proposals and courses to be included in general education. The committee also engages in program review and makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and Assessment. Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty. [rev. 4-11, rev. 11-12].

A-2. The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education. [ed. 7-06, 7-09, ren. 4-11, ren. & rev. 11-12].

A-3. This committee traditionally meets on Thursdays at 3:30 p.m. [add. 7-08, ren. 4-11, 11-12]

[Information on University General Education can be accessed at the general education website: http://www.uidaho.edu/class/general-education] [ed. 11-11, 11-12]

B. STRUCTURE AND MEMBERSHIP. Director of General Education (w/o vote), College of Letters, Arts and Social Sciences Dean, or designee (w/o vote), College of Science Dean, or designee (w/o vote), Registrar, or designee (w/o vote), Assistant Director of Institutional Research and Assessment, or designee (w/o vote), Director of Academic Advising, or designee (w/o vote), and 11 faculty members selected by the Committee on Committees, one of whom serves as chair, and two undergraduate students, appointed by ASUI. The faculty members shall include one member from the Colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, and Natural Resources and from the Library, and two members from the Colleges of Letters, Arts, and Social Sciences and Science. The student members shall also be chosen to represent two different colleges. [rev. 7-06, 7-08, 7-10, 11-12, ed. 8-12].
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☑ Revision* ☐ Deletion* ☐
Emergency
Minor Amendment ☐

Chapter & Title: 1640.28 Committee on Committees

*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): Committee on Committees, Randy
(See FSH 1460 C)
Name Date
10/1/14

Policy Sponsor: (If different than originator.)
Name Date

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.

To allow for quicker placement of members on committees who begin meeting as
soon as the semester starts, this change allows the Faculty Secretary, Chair of
Committee on Committees (the Vice Chair of Senate), and Senate Chair to do so,
pending ConC and Senate approval.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion
have? None.

III. Related Policies/Procedures: Describe other policies or procedures existing that are
related or similar to this proposed change. None.

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

If not a minor amendment forward to: ____________________________

Policy Coordinator
Appr. & Date: __________________________
[Office Use Only]

FSH
Appr. ______________
FS ______________
GFM __n/a__
Pres./Prov. __n/a__
[Office Use Only]

Track # ______
Date Rec.: ______
Posted: 1-sheet ___
h/c __________
web __________
Register: ______________
(Office Use Only)

APM
F&A Appr.: ______________
[Office Use Only]
1640.28

COMMITTEE ON COMMITTEES

A. FUNCTION.

A-1. To appoint members to and fill vacancies on all university-level faculty standing committees, subject to confirmation by the Faculty Senate. To ensure full membership when committees begin meeting each fall, authority is given to the Faculty Secretary, Faculty Senate Chair and Vice Chair (aka Committee on Committees Chair) to fill vacancies as they arise over the summer and early fall semester, subject to confirmation by the Committee on Committees and Faculty Senate. [ed. 7-09]

A-2. To conduct a continuing study of UI’s committee structure and of the function and structure of individual standing committees, and to make recommendations to the Faculty Senate. [ed. 7-09]

A-3. This committee traditionally meets on Fridays Wednesdays at 2:30 p.m. [add. 7-08, rev. 8-12]

B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) and the following or their designees: provost and executive vice president and ASUI president. [rev. 7-05, ed. 7-06, 7-09]
To: Faculty Senate Members

From: Rodney Frey, Director of General Education

RE: UI Gen Ed Alignment with SBOE Guidelines and U of I Senior Experience

Date: 18 November 2015

A. Given the new Idaho State Board of Education policies on state-wide configuration of general education curriculum (Governing Policies and Procedures Section III., Postsecondary Affairs, Subsection N. Statewide Education, approved April 2014) and on general education transferability (Governing Policies and Procedures Section III., Postsecondary Affairs, Subsection V. Articulation and Transfer, approved April 2014), this proposal will bring the University of Idaho’s General Education curricula into alignment with SBOE guidelines.

1. Relating to the first SBOE policy N., we are being asked to establish a two-discipline requirement for our University of Idaho general education Science (J-3-b), Social Science and Humanities (J-3-d) categories, i.e., requiring two different disciplines for Science, for the Social Science and for the Humanities. Currently there is not a two-discipline requirement for the individual Science, Social Science and Humanities categories per se, other than a four discipline requirement for courses taken to satisfy the Humanities and Social Sciences, American Diversity (J-3-e) and Integrated Studies (J-3-f).

This will apply to both of the University of Idaho’s General Education curricula, i.e., the U of I General Education curriculum and in what is entitled, the “SBOE Core” for transfer students (having earned 14 or more credits after high school).

As the U of I General Education curriculum and the SBOE Core curriculum both are framed under the State Board of Education policies, what we have been calling the “SBOE Core” will be renamed the “Transfer Core” curriculum for transfer students.

This policy change has been reviewed by faculty representatives on UCGE and UCC representing all eight baccalaureate-granting colleges, and approved unanimously by each committee.

2. Relating to SBOE policy N., all state-funded four-year institutions must have a minimum of a 36 credit General Education curriculum. With our current
U of I Gen Ed configuration, most all students do graduate with a minimum of 36 credits. But it is theoretically possible to graduate under the U of I Gen Ed with 33 credits, which would be out of compliance with SBOE policy.

3. Relating to the second SBOE policy V., we were asked to review the 145 U of I General Education courses in the Oral and Written Communications, Math, Science, Social Science and Humanities categories, and based upon competency criteria developed by state-wide faculty teams, determine which courses meet the SBOE competency criteria. Attached is the list of University of Idaho general education courses reviewed and which meet the SBOE competency criteria for designation as General Education Matriculation (GEM) courses.

Please keep in mind that being listed or not listed as GEM course does not affect the status of these courses in completion of the University of Idaho’s general education requirements. It only affects those students who seek to transfer to another Idaho state-funded institution and are using one of these U of I courses as a possible GEM transfer course into another institution’s general education. U of I general education courses not GEM certified will of course still transfer, but only as electives. Also keep in mind that revised past and newly proposed U of I general education courses can and will be reviewed for GEM certification.

B. This proposal also includes consideration of the remaining U of I Gen Ed Senior Experience options for all baccalaureate majors. Beginning the Fall of 2015, all students entering in the Catalog year 2012-13 will have a Gen Ed Senior Experience course to complete that Integrated Studies component requirement (J-3-f).
TO: University Curriculum Committee, Faculty Senate, General Faculty
FROM: University Committee for General Education
RE: Regulation J
DATE: November 13, 2014

The following changes have been approved by the University Committee for General Education (UCGE).

Editor's Note: Courses highlighted in Yellow are new courses that are expected to come before UCC for approval this academic year.

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). 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. 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, with courses from at least four different disciplines. The 18em courses may not be counted towards the four-discipline requirement. (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 090, 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, 102L Biology and Society and Lab (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 116 Organisms & Environments (4 cr)
Chem 101 Introduction to Chemistry I (4 cr) OR Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 or 4 cr)
EnvS 101 Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)*
Geog 100, 100L Physical Geography and Lab (4 cr)
Geol 101, 101L Physical Geology and Lab (4 cr)
Geol 102, 102L Historical Geology (4 cr)
MMBB 154 and MMBB 155/Biol 155Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Phys 100, 100L Fundamentals of Physics and Lab (4 cr)
Phys 103, 104 General Astronomy and Lab (4 cr)*
Phys 111, 111L General Physics I and Lab (4 cr)
Phys 112, 112L General Physics II and Lab (4 cr)
Phys 211, 211L Engineering Physics I and Lab (4 cr)
Phys 212, 212L Engineering Physics II and Lab (4 cr)
Soil 205, 206 The Soil Ecosystem and Lab (4 cr)*

*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.

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 101 Introduction to Computer Science (3 cr)
CS 112 Introduction to Problem Solving and Programming (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
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)
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)
Engl 258 Literature of Western Civilization (3 cr)
Engl 341 Survey of British Literature (3 cr)
Engl 342 Survey of British Literature (3 cr)
Engl 343 Survey of American Literature (3 cr)
Engl 344 Survey of American Literature (3 cr)
Engl 345 Shakespeare (3 cr)
Engl 375 or RelS 375 The Bible as Literature (3 cr)
FLEN 210 Introduction to Classical Mythology (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr) I
FLEN 324 German Literature in Translation (3 cr) I
FLEN 331 Japanese Anime (3 cr) I
FLEN 391 or LAS 391 Hispanic Film (3 cr) I
FLEN 393 Spanish Literature in Translation (3 cr)
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr)
Hist 350 European Cultural History, 1600-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr) I
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I
Hist 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr) I
MusH 101 Survey of Music (3 cr)
MusH 111 Introduction to Music Literature (3 cr)
MusH 201 History of Rock and Roll (3 cr)
Phil 103 Ethics (3 cr)
Phil 201 Critical Thinking (3 cr)
Phil 240 Belief and Reality (3 cr)
Phil 351 Philosophy of Science (3 cr)
Phil 361 Professional Ethics (3 cr)
The 101 Introduction to the Theatre (3 cr)
The 468 Theatre History I (3 cr) I
The 469 Theatre History II (3 cr) I
WmSt 201 Introduction to Women's Studies (3 cr) D

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr)
Anth 220 Peoples of the World (3 cr) I
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 Soc 462 Human Issues in International Development (3 cr)
Comm 233 Interpersonal 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)
EDCI 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 380 Disease and Culture: History of Western Medicine (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
PolS 101 Introduction to Political Science and American Government (3 cr) D
PolS 205 Introduction to Comparative Politics (3 cr) I
PolS 237 International Politics (3 cr) I
PolS 275 American State and Local Government (3 cr)
PolS 331 American Political Parties and Elections (3 cr)
PolS 332 American Congress (3 cr)
PolS 333 American Political Culture (3 cr) D
PolS 338 American Foreign Policy (3 cr) I
PolS 360 Law and Society (3 cr) D
PolS 381 Western European Politics (3 cr) I
Psys 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr) D
Soc 230 Social Problems (3 cr) D
Soc 250 Social Conflict (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 323 Political Economy (3 cr) I
Soc 336 Comparative Criminal Justice Systems (3 cr) I
Soc 340 Social Change & Globalization (3 cr) I
Soc 343 Political Sociology (3 cr) I
Soc 422 or RelS 423 Religion, Culture & Society (3 cr) D
Soc 423 Social Class & Stratification (3 cr) D
Soc 424 Sociology of Gender (3 cr) D
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D
Soc 431 Personal and Social Issues in Aging (3 cr) D
Soc 439 Inequalities in the Justice System (3 cr) D
Soc 440 Post-Colonialism (3 cr) I
Soc 450 Dynamics of Social Protest (3 cr) D

J-3-e. American Diversity (One course) and International (One course or an approved
study abroad experience). As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

*One course chosen from the approved American diversity courses listed below. If a student takes a Great Issues Seminar (ISem 301), Humanities, or Social Science course that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

*One course chosen from the approved international courses listed below. If a student takes a Great Issues Seminar (ISem 301), Humanities, or Social Science course that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:
AIST 320 The Celuloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 420 Native American Law (3 cr)
AIST 422, Anth 422, or RelS 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)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
FCS 414 Idaho's Journey Toward Diversity and Human Rights (1 cr, max 3)
Hist 411 Colonial North America, 1492-1763 (3 cr)
Hist 415 Civil War and Reconstruction, 1828-1877 (3 cr)
Hist 417 United States, 1919-1960 (3 cr)
Hist 418 Recent America, 1960-Present (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 423 Idaho and the Pacific Northwest (3 cr)
Hist 425 Immigration and Ethnicity in the United States (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 428 History of the American West (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)
PolS 101 Introduction to Political Science and American Government (3 cr)
PolS 333 American Political Culture (3 cr)
PolS 335 American Interest Groups & Social Movements (3 cr)
PolS 360 Law and Society (3 cr)
PolS 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 250 Social Conflict (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 422 Religion, Culture & Society (3 cr)
Soc 423 Social Class & Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Social 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)
AgEd 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 208 or RelS 208 Italian Renaissance Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
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<td>Hist 440 or LAS 440</td>
<td>Social Revolution in Latin America (3 cr)</td>
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<td>Slavery and Freedom in the Americas (3 cr)</td>
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<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>Modern China, 1840s to Present (3 cr)</td>
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<td>Hist 485</td>
<td>Chinese Social and Cultural History (3 cr)</td>
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<td>Africa Today (3 cr)</td>
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<td>Japanese Writing (3 cr)</td>
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<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>Studies in World Music (3 cr)</td>
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<td>World Politics and War (3 cr)</td>
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<td>Politics of Development (3 cr)</td>
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<td>Political Violence and Revolution (3 cr)</td>
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<td>Comparative Criminal Justice Systems (3 cr)</td>
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<td>Social Change &amp; Globalization (3 cr)</td>
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<td>Soc 367 or Phil 367</td>
<td>Global Justice (3 cr, max arr)</td>
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<td>Soc 440</td>
<td>Post-Colonialism (3 cr)</td>
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<td>Span 102</td>
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<td>Span 104</td>
<td>Elementary Spanish Transition (4 cr)</td>
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<td>Advanced Composition (3 cr)</td>
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<td>Spanish Conversation (3 cr)</td>
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<td>Span 306 or LAS 306</td>
<td>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>Spanish for Professions (3 cr)</td>
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<td>Readings: Spanish Literature (3 cr)</td>
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<td>Span 402 or LAS 402</td>
<td>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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<td>Span 412</td>
<td>Spanish Short Fiction (3 cr)</td>
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<td>Spanish American Short Fiction (3 cr)</td>
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<td>Span 419</td>
<td>Latin America Theatre Through</td>
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Literature (3 cr)  
Span 420 Modern Spanish Theatre Through Literature (3 cr)  
The 468 Theatre History I (3 cr)  
The 469 Theatre History II (3 cr)  

J-3f. 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:
AgEc 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 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 12)  
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 Molecular/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)  
ChE 452 Environmental Management and Design (3 cr, max arr)  
ChE 454 or MSE 454 Process Analysis and Design II (3 cr)  
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 Reading, Writing, and Rhetoric (3 cr)  
Engl 490 Senior Seminar (3 cr)  
EDCI 401 Internship Seminar (1 cr)  
EDCI 485 Secondary Internship (7-15 cr)  
Ent 438 or PlSc 438 or Soil 438 Pesticides in the Environment (3 cr)  
EnVS 497 Senior Research (3 cr)  
FCS 486 Nutrition in the Life Cycle (3 cr)  
FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)  
FCS 497 Internship Preschool (cr arr)  
Fish 418 Fisheries Management (4 cr)  
Fish 495 Seminar (1 cr)  
FL 401, ME 401 International Experience I (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)  
Hist 495 History Senior Seminar (3 cr)  
ID 452 Interior Design VI (6 cr)  
Intr 401 Career and Leadership Development (2 cr)  
IS 495 International Studies Senior Seminar (3 cr)  
JMM 448 Law of Mass Media (3 cr)  
JArc 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 II (1 cr)  
MusC 490 Senior Recital (0 cr)  
MusH 481 Senior Thesis in Music History (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)  
Phil 490 Senior Seminar (3 cr)  
Phys 401 Communication Science (1 cr)  
PolS 490 Senior Seminar (3 cr)  
Psy 415 History and Systems of Psychology (3 cr)  
REM 456 Integrated Rangeland Management (3 cr)  
RMat 495 or Bus 495 Product and Process Development and Commercialization (3 cr)  
Sec 460 Capstone: Sociology in Action (3 cr)  
Sec 461 Capstone: Justice Policy Issues (3 cr)  
The 483 Senior Capstone Project (1 cr)  
VTD 457 Capstone Design Studio I (6 cr)  
WLF 492 Wildlife Management (4 cr)  

*Within the J-3d, J-3e, J-3f categories, students must complete a total of 18 credits, with courses from at least four different disciplines. The ISem courses may not be counted towards the four discipline requirement.

J-4. Grade Requirements. To qualify for the baccalaureate degree, a candidate must have a UI grade-point average of 2.00 or better. See exceptions under E-4 and E-5.

J-5. Credit Limitations. A candidate may count toward a baccalaureate degree no more than:

J-5-a. Seventy credits earned at junior or community colleges, or one-half of the total credits required for a student's intended baccalaureate degree, whichever is the higher
J-7. Second Baccalaureate Degree.

J-7-a. Students may concurrently pursue two different majors leading to two different baccalaureate degrees (e.g., B.A. and B.S.Ed.) from UI by working to fulfill the general university requirements for one degree and the departmental and college subject-matter requirements for each. For exceptions to this regulation, see notes with the curricula in general studies and agricultural science and technology in Parts 4 and 5, respectively. Students who plan to pursue two degrees concurrently should develop a schedule of studies that combines the degree requirements and present it to the dean(s) of the college(s) concerned as early as possible, preferably before the end of the junior year.

J-7-b. Students who have earned a baccalaureate degree at UI and who wish to complete the requirements for a different major and receive a second baccalaureate degree must earn at least 16 credits as an undergraduate student in UI courses other than those offered by independent study after the receipt of the first degree. For exceptions to this regulation, see notes with the curricula in general studies and agricultural science and technology in parts 4 and 5, respectively. This regulation does not apply to students who were concurrently pursuing two different degrees under regulation J-7-a or to students who were concurrently pursuing two different majors under regulation J-8.

J-7-c. Students who have a baccalaureate degree from another recognized institution and who wish to earn another baccalaureate degree at UI, must earn a minimum of 32 credits as an undergraduate student in upper-division UI courses other than those offered by independent study after the receipt of the first degree and fulfill the departmental and college subject-matter requirements for the degree.

J-8. Degree with Double Major. Students may complete two different majors (curricula) offered under a particular baccalaureate degree and have both majors shown on their academic records and diplomas, e.g., Bachelor of Arts with majors in history and political science. Each of the majors must lead to the same degree. When majors leading to different degrees are involved, see the requirements applicable to the awarding of a second baccalaureate degree (J-7).


J-9-a. An academic minor is a prescribed course of study consisting of 18 or more credits which supplements an undergraduate major at the University of Idaho. For descriptions of minor curricula, see the programs of the degree-granting units in the individual departmental section. In the following paragraphs of J-9, "minor" denotes "academic minor," which is to be distinguished from "teaching minor"; for information on the latter, see the Department of Curriculum and Instruction section.

J-9-b. A student may pursue one or more minors in addition to a major by filing with the registrar a declaration of intention to do so. Completion of a minor is required only if specified by the degree-granting unit, but any minor completed is recorded on the student’s academic record.

J-9-c. Transfer credits may be applied to a minor with the approval of the department offering the minor; however, the last nine credits applied to completion of the minor must be earned in UI courses, through study abroad, or through student exchange programs, and may not include credits earned through correspondence study.

J-9-d. A student may complete an undergraduate minor even though he or she has already earned a baccalaureate degree at the University of Idaho. If the sole objective is to complete an undergraduate minor, the student should declare a “Minor-Only” curriculum in the department offering the minor. Students who declare a minor-only curriculum are not eligible for financial aid funds (see the Student Financial Aid Services section).
<table>
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<th>Category</th>
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<td>Written English</td>
<td>Engl 101 College Writing and Rhetoric (3 cr)</td>
<td>English</td>
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<tr>
<td>Written English</td>
<td>Engl 102 College Writing and Rhetoric (3 cr)</td>
<td>English</td>
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<tr>
<td>Oral Communication (OC)</td>
<td>Comm 101 Fundamentals of Public Speaking (2 cr)</td>
<td>Psych and Comm Studies</td>
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<td>OC - Written English Add'l</td>
<td>Engl 207 Persuasive Writing (3 cr)</td>
<td>English</td>
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<td>OC - Written English Add'l</td>
<td>Engl 208 Personal and Exploratory Writing (3 cr)</td>
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<td>OC - Written English Add'l</td>
<td>Engl 313 Business Writing (3 cr)</td>
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<td>Engl 316 Environmental Writing (3 cr)</td>
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<td>OC - Written English Add'l</td>
<td>Engl 317 Technical Writing (3 cr)</td>
<td>English</td>
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<td>Nat and Appl Science</td>
<td>Biol 102, 102L Biology and Society and Lab(4 cr)</td>
<td>Biological Sciences</td>
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<td>Nat and Appl Science</td>
<td>Biol 115 Cells and the Evolution of Life (4 cr)</td>
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<td>Nat and Appl Science</td>
<td>Biol 116 Organisms &amp; Environments (4 cr)</td>
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<td>Nat and Appl Science</td>
<td>Chem 101 Introduction to Chemistry I (4 cr) OR Chem 111 Principles of Chemistry I (4 cr)</td>
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<td>Chem 112 Principles of Chemistry II (5 cr)</td>
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<td>EnvS 101 Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)*</td>
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<td>Geog 100, 100L Physical Geography and Lab (4 cr)</td>
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<td>Nat and Appl Science</td>
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<td>Phys 103, 104 General Astronomy and Lab (4 cr)*</td>
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<td>Phys 212, 212L Engineering Physics II and Lab (4 cr)</td>
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<td>Mathematics Applied to the Modern World (3 cr)</td>
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<td>Finite Mathematics (3 cr)</td>
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<td>Algebra with Applications (3 cr)</td>
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<td>Math 143</td>
<td>Pre-calculus Algebra and Analytic Geometry (3 cr)</td>
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<td>Survey of Calculus (4 cr)</td>
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<td>FLEN 313</td>
<td>Modern French Literature in Translation (3 cr) I</td>
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<td>German Literature in Translation (3 cr) I</td>
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<td>Japanese Anime (3 cr) I</td>
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<td>FLEN 391</td>
<td>Hispanic Film (3 cr) I</td>
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<td>FLEN 393</td>
<td>Spanish Literature in Translation (3 cr)</td>
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<td>FLEN 394</td>
<td>Latin American Literature in Translation (3 cr) I</td>
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<td>Hist 350</td>
<td>European Cultural History, 1600-1800 (3 cr)</td>
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<td>Hist 357</td>
<td>Women in Pre-Modern European History (3 cr)</td>
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<td>Hist 366</td>
<td>Intellectual and Cultural History of Modern Europe (3 cr)</td>
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<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>The Renaissance (3 cr)</td>
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<td>The Reformation (3 cr)</td>
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<td>African Community, Culture, and Music (1-3 cr)</td>
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<td>Survey of Music (3 cr)</td>
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<td>History of Rock and Roll (3 cr)</td>
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<td>Belief and Reality (3 cr)</td>
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<td>Phil 351</td>
<td>Philosophy of Science (3 cr)</td>
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<td>Theatre History II (3 cr)</td>
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<td>North American Indians (3 cr)</td>
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<td>Conflict Management (3 cr)</td>
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<td>FLEN 307 The European Union (3 cr) I</td>
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<td>IS 326 Africa Today (3 cr) I</td>
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<td>Soc 250 Social Conflict (3 cr) D</td>
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<td>Soc 424 Sociology of Gender (3 cr) D</td>
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<td>Inequalities in the Justice System (3 cr) D</td>
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<td>Soc 440</td>
<td>Post-Colonialism (3 cr) I</td>
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<td>Soc 450</td>
<td>Dynamics of Social Protest (3 cr) D</td>
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DATE: Tuesday, November 11, 2014
TO: Dr. Katherine G. Aiken
     Interim Provost and Executive Vice President
FROM: Jodie Nicotra, Associate Chair, English

SUBJECT: Minor Change Notification Request

The University of Idaho is writing to notify the Idaho State Board of Education per Board Policy Section III.G.3.c.ii of the change(s) which we believe is minor.

- Department of English: split current Writing Minor into two distinct minors: a Professional Writing Minor AND a Creative Writing Minor

The following information is being provided to ensure the minor, non-substantive change(s) is in alignment with our institutional responsibilities and accreditation.

Mission and Core Themes: Splitting the current (generic) Writing Minor into two more specific ones (a Creative Writing Minor and a Professional Writing Minor) will most directly further University Goal #3, Communicate. Since the university currently has no formal WAC (Writing across the Curriculum) program, bolstering the individual writing curricula that are housed in English will help to advance the university goal of making students more effective written communicators.

Moreover, diversifying the current Writing Minor and more clearly defining its purpose will better allow different groups of students to more easily meet their goals. Students who want experience and scaffolded instruction in creative writing but who may not want to make that their primary focus of study will be interested in earning a Creative Writing minor. Conversely, the Professional Writing Minor will appeal to students majoring in STEM fields, as well as humanities and social sciences majors who aim to find work in occupations that require a lot of writing. For each group, being able to list a more clearly defined minor title on their resumes will benefit their professional goals.

Educational Offerings: The current (generic) Writing Minor will be split into two distinct writing minors: a Professional Writing Minor and a Creative Writing Minor. The changes to the curriculum are indicated below:

Curriculum:

Writing Minor: Professional Writing Minor
The Writing Minor is not open to English majors.

Engl 202 Introduction to Professional Writing (3 cr)

Engl 440 Reading, Writing, and Rhetoric (3 cr)

One of the following courses (3 cr):
Engl 202 Introduction to Professional Writing (3 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)

Two of the following courses (if not taken above); also note that Engl 208 and Engl 293 cannot both count towards fulfillment of the requirements for the Writing Minor (6 or 7 cr); note that you can only count one JAMM course toward the requirement:
Engl 202 Introduction to Professional Writing (3 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 215 Introduction to English Studies (3 cr)
Engl 294 Beginning Poetry Writing (3 cr)
Engl 292 Beginning Fiction Writing (3 cr)
Engl 291 Beginning Poetry Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
JAMM 121 Media Writing (3 cr)
JAMM 275 Introduction to Broadcast Media (4 cr)
COMM 235 Organizational Communication (3 cr)

Three of the following courses (9 cr) – note that you can only count one of the JAMM courses toward this requirement:

Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing
Engl 317 Technical Writing (3 cr)
EnglJ498 Internship (for 3 credits)
Engl 391 Intermediate Poetry Writing (3 cr)
Engl 392 Intermediate Fiction Writing (3 cr)
Engl 393 Intermediate Nonfiction Writing (3 cr)
Engl 402 Internship in Tutoring Writing (3 cr)
Engl 491 Advanced Poetry Writing (3 cr, max arr)
Engl 492 Advanced Fiction Writing (3 cr, max arr)
Engl 493 Advanced Nonfiction Writing (3 cr, max arr)
JAMM 425 Feature Article Writing (3 cr)
JAMM 426 Narrative Journalism (3 cr)

Courses to total 20 21 credits for this minor

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Creative Writing Minor

The Writing Minor is not open to English majors.
• ONE full numerical sequence in a creative writing genre (e.g. Engl 291/391/491)
• The first two courses in a second genre (e.g. Engl 292/392) and the beginning course in the third genre (e.g. Engl 293)
• Either the advanced course in the second genre, the intermediate course in the third genre, or Playwriting (The J 440) or Foundations of Screenwriting (The 541, with instructor permission).

Engl 440 Reading, Writing, and Rhetoric (3 cr)

One of the following courses (3 cr):
Engl 202 Introduction to Professional Writing (3 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)

Two of the following courses (if not taken above); also note that Engl 208 and Engl 293 cannot both count towards fulfillment of the requirements for the Writing Minor (6 cr):
Engl 202 Introduction to Professional Writing (3 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 215 Introduction to English Studies (3 cr)
Engl 291 Beginning Poetry Writing (3 cr)
Engl 292 Beginning Fiction Writing (3 cr)
Engl 293 Beginning Nonfiction Writing (3 cr)
JAMM 121 Media Writing (3 cr)

Three of the following courses (9 cr)
Engl 309 Advanced Prose Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Engl 391 Intermediate Poetry Writing (3 cr)
Engl 392 Intermediate Fiction Writing (3 cr)
Engl 393 Intermediate Nonfiction Writing (3 cr)
Engl 402 Internship in Tutoring Writing (3 cr)
Engl 491 Advanced Poetry Writing (3 cr, max arr)
Engl 492 Advanced Fiction Writing (3 cr, max arr)
Engl 493 Advanced Nonfiction Writing (3 cr, max arr)
JAMM 425 Feature Article Writing (3 cr)

Courses to total 21 20 credits for this minor

Planning: With the format of the current Writing Minor, students can take courses that are more geared toward creative writing (but not a full complement of creative writing courses) or they can gear the curriculum more toward professional writing, depending on their career aspirations and personal goals. However, all students in the Writing
Minor are currently required to take Engl 440 (Reading, Writing, and Rhetoric, soon to be renamed Client-Based Writing), in which students work with Moscow-based nonprofit and university organizations to produce grant proposals and other forms of professional writing.

Because the curriculum for Engl 440 presumes that students have a degree of professional writing skill (i.e., that they’ve taken at least one course that focuses on professional writing), students who have taken mostly creative writing courses for the minor are at a disadvantage in the course. Moreover, Engl 440 doesn’t adequately serve their needs – if students wish to be better writers of fiction or poetry, for instance, producing grant proposals wouldn’t help them achieve this goal.

Rather than change the requirements for the current writing minor (so that students aren’t required to take Engl 440, for instance), it would be more coherent and efficacious to split the minor into two distinct emphases. Doing this would better serve students who wish to focus exclusively on creative writing, because a specific Creative Writing Minor would offer a more complete array of creative writing courses. It would also help students who wish to have a background in professional writing, because assigning a specific “Professional Writing” title to the minor will be more appealing to future employers.

The current minor is not available to English majors, but this is a disadvantage to students who want to show that they have taken courses in professional and/or creative writing above and beyond the requirements of the English major. Thus, the revised minors can be completed by students majoring in English as well.

**Budget:** There are no anticipated additional revenue or expenditures, since neither of the new (Creative Writing and Professional Writing) minors will require additional courses to be taught. The change is more geared toward clarifying and polishing the current curriculum than adding a new program.

**Student Services:** Since the splitting of the current Writing Minor into two distinct minors doesn’t require the addition of new courses, there will be no negative impact on student services.

**Physical Facilities:** No new facilities will be necessary.

**Library and Information Resources:** The library resources currently devoted to the writing courses will be sufficient for the revised Writing Minor.

**Faculty:** Writing courses are currently staffed by a mix of full-time (board-appointed) faculty and temporary lecturers. There is no anticipated change in the staffing of these courses.
DATE: November 11, 2014
TO: Dr. Katherine G. Aiken
     Interim Provost and Executive Vice President
FROM: Jodie Nicotra, Associate Chair, Department of English
SUBJECT: Minor Change Notification Request

The University of Idaho is writing to notify the Idaho State Board of Education per Board Policy Section III.G.3.c.ii of the change(s) which we believe is minor.

- Professional Emphasis (original) to Professional Writing Emphasis (revised)

The following information is being provided to ensure the minor, non-substantive change(s) is in align with our institutional responsibilities and accreditation.

Mission and Core Themes:

With the curricular and name revision of the Professional Emphasis, we seek to provide students with a rhetorical education in writing, reading, and critical inquiry, while helping them build a professional writing portfolio that demonstrates their facility with a wide range of writing genres and technologies.

The broad-reaching implications for students enrolled in this updated English degree emphasis include experiences that prepare them for professional writing opportunities and graduate education, and also opportunities to engage in citizenship, civil service, advocacy, activism, and entrepreneurship.

The revised Professional Writing Emphasis will maintain its curricular synchrony with the Composition Program and the broader University by focusing on

- learning rhetorical knowledge,
- critical thinking, reading, and writing,
- writing processes, and
- knowledge of conventions.

These program learning outcomes clearly support the University Learning Outcomes “learn and integrate,” “think and create,” “communicate,” and “clarify purpose and perspective.” Students also “practice citizenship” by learning to write for a variety of public, lay, and academic audiences. A more rhetorically aware citizen is a more engaged citizen.

Adding “Writing” to the name of the emphasis provides clarification about the focus of this line of study for students and others who might read a student’s transcript.

Educational Offerings:
Aside from the name change, the curricular revision to the current Professional Emphasis involves the following two steps:

1. Revise the curriculum and course offerings to reflect best practices in preparation for professional writing careers

Table 1 (end of the document) shows the current requirements for the Professional Emphasis (as listed in the 2014-2015 UI catalog) compared to the proposed revision to this emphasis. Specifically, the revision increases the number of writing courses from 9 to 18, reduces the number of literary history courses from 9 to 6, and includes a new course: “Science Writing.” Changes to the curriculum are underlined. The curricular revision uses existing English courses (except for the new Science Writing course), and proposes to have students complete 9 elective credits from existing courses on the UI catalog. This proposal does not require any additional resources. The proposed revision also acknowledges the importance of both literature (close reading) and linguistics to writing effectively by including required courses in both.

Rationale for Including Elective Choices Outside of English. Students will choose 9 elective credits to complete the requirements for this emphasis. Students have the option to take all 9 credits from English courses they have not yet taken, or they could combine these with courses with others related to professional writing currently offered by other departments.

We propose the following courses outside of the English department as options to satisfy the 9 elective credits. This interdisciplinary option provides students with “learning experiences drawn from our disciplinary and interdisciplinary strengths [and] will help students develop the ability to identify and address complex problems and opportunities” (2014-2015 Strategic Plan: Goal 1 of Teaching and Learning Objectives). Following are the descriptions of the courses we include as elective choices and rationale for their inclusion:

**ART 216: Digital Tools (3 cr).** Introduction to professional design, development, and production workflows related to various aspects of digital design. Demos and lectures cover various industry standard design software.

Rationale: professional writers are increasingly required to use a wide variety of media. Many technical writing positions ask that applicants be familiar with standard design software. This course supports the goals of all professional writing courses.

**COMM 335: Intercultural Communication (3 cr).** Survey of current theories and research on intercultural communication; development of critical thinking skills in regard to intercultural interaction and communication styles.

Rationale: this course builds upon rhetorical concepts and skills emphasized in English 313: Business Writing.

**HIST 382: History of Biology Conflicts/Controversies (3 cr).** Explores the social and intellectual development of the life sciences as a discipline in Europe and North America, with focus on biology in the 18th, 19th, and 20th centuries. Emphasis on evolutionary thought, heredity, development, social uses of biology, and women and gender.
Rationale: Builds upon rhetorical concepts and skills emphasized in English 318: Science Writing.

**JAMM 325:** Publications Editing (3 cr). Introduction to the development, management, editing, design and distribution of print and Web publications; focuses on periodicals, such as magazines and student-originated projects.

Rationale: Supports the goals of all of our professional writing courses.

**JAMM 350:** Public Relations Writing and Production (3 cr). Public relations writing, publication and design processes for print, broadcast and online media.

Rationale: Builds upon rhetorical concepts and skills emphasized in English 313: Business Writing.

**POLS 364 / CSS 344:** Politics of the Environment (3 cr). Political factors that influence formation, implementation, and impact of public policies aimed at protecting the environment.

Rationale: Builds upon rhetorical concepts and skills emphasized in English 317: Environmental Writing.

**PSYCH 320:** Introduction to Social Psychology (3 cr). Theories, concepts, and research on the social bases of behavior and social interaction; topics of personal and social relevance, aggression, prejudice, altruism and helping behavior, interpersonal attraction, behavior in groups, conformity, attitudes, authoritarianism, and obedience to authority.

Rationale: Professional writers are expected to work collaboratively. This course supports the rhetorical concepts and skills emphasized in team writing projects in our professional writing courses.

2. **Update the number of credit hours to match those of the other English major emphases**

We plan to update the number of credit hours to match those of the other English major emphases. Currently at 39 credits, the Professional Emphasis requires 6 fewer credits than the Literature and Creative Writing Emphases. Since the creation of the Professional Emphasis, additional courses have been added that specifically prepare students for professional writing. Increasing the credit emphasis to 45 credits ensures coherency across the English major.

**Planning:**

As of fall 2012, the Professional Emphasis is the least populated emphasis within the English major. Internal assessments both at the advising and curricular level have indicated a need to revise the Professional Emphasis curriculum to include courses that better meet the needs of a broad undergraduate student population—including returning professionals, international students, students interested in moving on to graduate school, and students who plan to become professional (non-creative) writers as a career choice.
The changes to the curriculum are described in the section above. All changes will be implemented as of next year.

**Budget:**
There are no anticipated additional revenue or expenditures at this point, since we have faculty adequate enough to cover the courses that will be taught. The revision is mainly a clarifying and polishing of the current curriculum.

**Student Services:**
Since the revision of the emphasis doesn’t require the addition of new courses, there will be no negative impact on student services.

**Physical Facilities:**
No new facilities will be necessary.

**Library and Information Resources:**
The library resources currently devoted to the writing courses will be sufficient for the revised Professional Writing Emphasis.

**Faculty:**
Writing courses are currently staffed by a mix of full time (board-appointed) faculty and temporary lecturers. There is currently no anticipated change in the staffing of these courses.
DATE: October 13, 2014

TO: Dr. Katherine G. Aiken
     Interim Provost and Executive Vice President

FROM: Sean M. Quinlan, Chair, Department of History

SUBJECT: Minor Change Notification Request

The University of Idaho is writing to the Idaho State Board of Education per Board Policy Section III.G.3.c. of the change(s) which we believe is minor. Thank you in advance for your action of informing the Professional Standards Committee of the changes upon receipt of this letter.

- History BA, addition of a new emphasis areas:
  - History BA — American emphasis
  - History BA — European emphasis
  - History BA — General emphasis

The following information is being provided to ensure the action(s) requested is a minor, non-substantive change(s) and is in alignment with our institutional responsibilities and accreditation.

Authorization:

The change(s) was approved through the University Curriculum Committee, Faculty Senate, and by the University Faculty during the 2014-15 academic year. The University of Idaho is providing notification to OSBE as required by the policy of each agency prior to making the change(s). The change(s) will be made effective beginning summer 2015.

Educational Offerings:

For the History BA – “American emphasisStudies option,” the following changes will be introduced into the General Catalogue:

Required course work includes the general University requirements (see regulation J–3), general requirements for the BA or BS degree, and:

HIST 290, The Historian’s Craft (3 cr)
HIST 495, History Senior Seminar (3 cr)

Lower division courses selected from the following (9 cr)
HIST 101, History of Civilization (3 cr)
HIST 102, History of Civilization (3 cr)
HIST 111, Introduction to U.S. History (3 cr)
HIST 112, Introduction to U.S. History (3 cr)
HIST 180, Introduction to East Asian History (3 cr)
HIST 270, Introduction to Greek and Roman Civilization (3 cr)

6 credits of non-American history (European; Latin America; Asia; History of Science/Health/Environment)

18 credits of the following American history courses:

Hist 315 Comparative African-American Cultures (3 cr)
Hist 328 [formerly 428] History of the American West (3 cr)
Hist 329 [formerly 423] Idaho and the Pacific Northwest (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 American 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 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
Hist 441 Slavery and Freedom in the Americas (3 cr)
Hist 481 America's Wars in Asia (3 cr)

For related fields, students choose at least 15 credits from the following list of elective courses:

Aist 320 The Celluloid Indian: American Indians in Popular Film
Aist 401 Contemporary American Indian Issues
Aist/Arch 411 Native American Architecture
Aist/420/Law 949 Native American Law
Aist/Anth422 Plateau Indians
Aist 478/Law 928 Tribal Nation Economics and Law
Aist/Engl 484 American Indian Literature
Anth 329 North American Indians
Anth 431 Historical Archaeology
Anth/Soc 425 Society and Popular Culture
Anth/Soc 427 Racial and Ethnic Relations
Anth 436 North American Prehistory
Anth 443 Plateau Prehistory
Arch 483 Urban Theory and Issues
Art 302 Modern Art and Theory
Art 303 Contemporary Art and Theory
Art 313 History and Theory of Modern Design II
Art 382 History of Photography
Css/PoS 364 Politics of the Environment
CSS/PoS 462 Natural Resource Policy
Css 489 Personalities and Philosophies in Conservation
Dan 421 Dance History
Engl 230 Introduction to Film Studies
Engl 322 Environmental Literature and Culture
Engl 343 Survey of American Literature
Engl 344 Survey of American Literature
Engl 380 Introduction to U.S. Ethnic Literatures
Engl 426 Modern Poetry (when topic appropriate)
Engl 427 Modern Fiction, 1900-1945
Engl 429 Contemporary Fiction (when topic appropriate)
Engl 432 Film Theory and Criticism
Engl 473 American Regional Literature
EnglJamm 477 Documentary Film
Engl 481 Women's Literature (when topic appropriate)
Engl 482 Major Authors (when topic appropriate)
Engl 483 African American Literature
EnvS 438 Western US Water Resource Policy and Environmental Equity
EnvS 482 Natural Resource Policy and Law
Fcs 414 Idaho's Journey Toward Diversity and Human Rights (1 cr)
For 310 Indigenous Culture and Ecology
For 484 Forest Policy and Administration (2 cr)
Geog 364 Idaho and the Pacific Northwest
Geog 420 Land, Resources, and Environment
Jamm100 Media and Society
Jamm 340 Cultural Diversity and the Media
Jamm 341 Mass Media Ethics
Jamm 378 American Television Genres
Jamm 379 Hollywood Portrayals of Journalists
Jamm 440 Critical Issues in Mass Media
Jamm 444 Mass Media and Public Opinion
Jamm 445 History of Mass Media
Jamm 448 Law of Mass Media
Jamm 465 Political Advertising
LArC 151 Introduction to the Built Environment (2 cr)
MS 227 American Military History
MusH 201 History of Rock and Roll
MusH 330 History of Music Theatre
MusH 410 Studies in Jazz History
MusH 419 Studies in 20th-Century Music (when topic appropriate)
NezP 101 Elementary Nez Perce I (4 cr)
NezP 102 Elementary Nez Perce II (4 cr)
NezP 200 (s) Seminar (cr arr)
MushH 440 Studies in American Music
PoIS 275 American State and Local Government
PoIS 331 American Political Parties and Elections
PoIS 332 American Congress
PoIS 333 American Political Culture
PoIS 335 American Interest Groups & Social Movements
PoIS 338 American Foreign Policy
PoIS 360 Law and Society
PoIS 423 Politics, Policy and Gender
PoIS 428 American Political Thought
PoIS 437 American Presidency
PoIS 467 Constitutional Law
PoIS 468 Civil Liberties
PoIS 472 Local Government Politics and Administration
Soc 311 Development of Social Theory
Soc 427 Racial and Ethnic Relations
Soc 325 Family, Violence, and Society
Soc 422 Religion, Culture & Society
Soc 423 Social Class & Stratification
Soc 424 Sociology of Gender
Soc 439 Inequalities in the Justice System
Soc 450 Dynamics of Social Protest
WmSt 201 Introduction to Women's Studies
WmSt 367 Topics in Women’s Studies (when topic appropriate)
WmSt 410 Feminist Theory and Action

For the History BA – “European StudiesEuropean-optionemphasis,” the following changes will be introduced into the General Catalogue:

Required course work includes the general University requirements (see regulation J–3), general requirements for the BA degree, and:

HIST 290, The Historian’s Craft (3 cr)
HIST 495, History Senior Seminar (3 cr)

Lower division courses selected from the following (9 cr)

HIST 101, History of Civilization (3 cr)
HIST 102, History of Civilization (3 cr)
HIST 111, Introduction to U.S. History (3 cr)
HIST 112, Introduction to U.S. History (3 cr)
HIST 180, Introduction to East Asian History (3 cr)
HIST 270, Introduction to Greek and Roman Civilization (3 cr)

6 credits of non-European history (US; Latin America; Asia; History of Science/Health/Environment)

18 credits of the following European history courses:

- HIST 350, The Age of Enlightenment: European Culture & Ideas, 1680–1800 (3 cr)
- HIST 357, Women in Pre-Modern European History (3 cr)
- HIST 366, Modern European Cultural and Intellectual History, 1880–1980 (3 cr)
- HIST 371, History of England (3 cr)
- HIST 372, History of England (3 cr)
- HIST 442, The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
- HIST 443, The Medieval State: Europe in the High and Late Middle Ages (3 cr)
- HIST 445, Medieval English Constitutional and Legal History (3 cr)
- HIST 447, The Renaissance (3 cr)
- HIST 448, The Reformation (3 cr)
- HIST 449, Tudor–Stuart Britain 1485–1660 (3 cr)
- HIST 452, Europe in the Age of Revolution, 1770–1880 (3 cr)
- HIST 455, Modern Europe (3 cr)
- HIST 456, Anti-Semitism and the Holocaust (3 cr)
- HIST 466, Eastern Europe since 1774 (3 cr)
- HIST 467, Russia to 1894 (3 cr)
- HIST 468, Russia and the Soviet Union since 1894 (3 cr)

For related fields, students choose at least 15 credits from the following list of elective courses:

- ART 302, Modern Art and Theory (3 cr)
- ART 303, Contemporary Art and Theory (3 cr)
- ENG 341, Survey of British Literature (3 cr)
- ENG 342, Survey of British Literature (3 cr)
- FLEN 307, European Union (3 cr)
- FLEN 308, European Immigration and Integration (3 cr)
- FLEN 324, German Literature in Translation (3 cr)
- FLEN 393, Spanish Literature in Translation (3 cr)
- FREN 407, French & Francophone Literatures (3 cr)
- FREN 408, French and Francophone Culture and Institutions (3 cr)
- GERM 306, Introduction to German Literature (3 cr)
- GERM 307, Topics in German Culture and Literature – Themes (3 cr)
- PoIS 381, European Politics (3 cr)
- SPAN 305, Culture and Institutions of Spain (3 cr)
- SPAN 401, Readings: Spanish Literature (3 cr)

Lastly, history majors who choose the European StudiesEuropean option will also minor in one of the following major European languages: French, German, and/or Spanish.
Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student’s related fields requirement.)

As a result of these proposed minor changes, there will be no change in admissions requirements and credit requirements. No new courses will be created.

Planning:

The “American StudiesAmerican” option in the History BA degree responds to the substantial need, as evidenced by our assessment data, to provide greater focus and integration within our undergraduate degree major. It also follows national “best practices” in history programs, which have increasingly provided more specific realms of study, and which would also create a more attractive curriculum for recruitment purposes.

This American StudiesAmerican emphasis area will enable students to study American society and culture with greater focus, taking advantage of a diverse range of courses offered by other units across campus – all which will deepen and enhance the student’s historical awareness and cultural appreciation of the American experience. The emphasis area draws upon core strengths within the Department, and the courses designated as elective “related fields” will deepen specific understanding of American culture, politics, and institutions. Through this process, students will refine the learning outcomes defined by the Department of History: namely, to learn how to formulate historical questions; the variety and location of source materials; how to evaluate source material; the variety of approaches and styles of studying history; how to improve students’ writing and organizing skill; and why students need history to be an engaged global citizen.

The “European StudiesEuropean” option in the History BA degree responds to the substantial need, as evidenced by our assessment data, to provide greater focus and integration within our undergraduate degree major. It also follows national “best practices” in history programs, which have increasingly provided more specific realms of study, and which would also create a more attractive curriculum for recruitment purposes.

This European StudiesEuropean emphasis area will enable students to study European society and culture with greater focus, taking advantage of language-acquisition skills offered by the University of Idaho as well as a diverse range of courses offered by other units across campus – all which will deepen and enhance the student’s historical awareness and cultural appreciation of the European experience. The emphasis area draws upon core strengths within the Department, and the courses designated as elective “related fields” will deepen specific understanding of European culture, politics, and institutions. Through this process, students will refine the learning outcomes defined by the Department of History: namely, to learn how to formulate historical
questions; the variety and location of source materials; how to evaluate source material; the variety of approaches and styles of studying history; how to improve students’ writing and organizing skill; and why students need history to be an engaged global citizen.

The addition of these three emphasis areas in the History BA program will make no change whatsoever in the current delivery of our undergraduate curriculum; essentially, the proposed minor changes only capitalizes upon, in a formal manner, the current rotation and diversity of our regularly offered courses.

**Budget:**

There will be no fiscal impact and costs associated with our request.

**Student Services:**

Given that we are not altering in any way the current delivery of the History BA/BS curriculum, we do not imagine that the minor change will negatively impact the capacity of student services at the department/college level and/or the rest of the student body.

**Physical Facilities:**

n/a

**Library and Information Resources:**

n/a No additional library resources are needed at this time.

**Faculty:**

There will be no changes need for faculty and staff to accommodate our proposed changes.

Respectfully submitted,

Sean M. Quinlan
History (B.A.)

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

- Hist 290 The Historian's Craft (3 cr)
- Hist 495 History Senior Seminar (3 cr)

Lower-division courses selected from the following (9 cr):
- Hist 101 History of Civilization (3 cr)
- Hist 102 History of Civilization (3 cr)
- Hist 111 Introduction to U.S. History (3 cr)
- Hist 112 Introduction to U.S. History (3 cr)
- Hist 180 Introduction to East Asian History (3 cr)
- Hist 270 Introduction to Greek and Roman Civilization (3 cr)

Upper-division history courses, including a seminar in senior year (27 cr)

Related fields (20 cr)

And one of the following emphases:

**American Emphasis**

18 credits from the following American history courses:

- Hist 315 Comparative African-American Cultures (3 cr)
- Hist 411 Colonial North America, 1492-1763 (3 cr)
- Hist 412 Revolutionary North America and Early National Period, 1763-1828 (3 cr)
- Hist 415 Civil War and Reconstruction, 1828-1877 (3 cr)
- Hist 416 Rise of Modern America, 1877-1919 (3 cr)
- Hist 417 United States, 1919-1960 (3 cr)
- Hist 418 Recent America, 1960-Present (3 cr)
- Hist 419 Topics in the American West (3 cr)
- Hist 420 History of Women in American Society (3 cr)
- Hist 423 Idaho and the Pacific Northwest (3 cr)
- Hist 424 American Environmental History (3 cr)
- Hist 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
- Hist 428 History of the American West (3 cr)
- Hist 430 U.S. Diplomatic History (3 cr)
- Hist 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
- Hist 441 Slavery and Freedom in the Americas (3 cr)
- Hist 481 America's Wars in Asia (3 cr)

Related Fields: 15 credits from the following:

- AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)
- AIST 401 Contemporary American Indian Issues (3 cr)
- AIST 411 or Arch 411 Native American Architecture (3 cr)
- AIST 420 or Law 949 Native American Law (3 cr)
- AIST 422 or Anth 422 Plateau Indians (3 cr)
- AIST 478 or Law 928 Tribal Nation Economics and Law (3 cr)
- AIST 484 or Engl 484 American Indian Literature (3 cr)
- Anth 329 North American Indians (3 cr)
- Anth 425 or Soc 425 Society and Popular Culture (3 cr)
- Anth 427 or Soc 427 Racial and Ethnic Relations (3 cr)
- Anth 431 Historical Archaeology (3 cr)
- Anth 436 North American Prehistory (3 cr)
- Anth 443 Plateau Prehistory (3 cr)
- Arch 483 Urban Theory and Issues (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)
- Art 382 History of Photography (3 cr)
- CSS 364 or PolS 364 Politics of the Environment (3 cr)
- CSS 462 or PolS 462 Natural Resource Policy (3 cr)
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<td>WmSt 410</td>
<td>Feminist Theory and Action (3 cr)</td>
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</tbody>
</table>

6 credits of non-American history (European; Latin America; Asia; History of Science/Health/Environment)

Courses to total 120 credits for this degree
**B. European Emphasis**

18 credits from the following European history courses:

- **Hist 350**  The Age of Enlightenment: European Culture & Ideas, 1680-1800 (3 cr)
- **Hist 357**  Women in Pre-Modern European History (3 cr)
- **Hist 366**  Modern European Cultural and Intellectual History, 1880-1980 (3 cr)
- **Hist 371**  History of England (3 cr)
- **Hist 372**  History of England (3 cr)
- **Hist 442**  The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
- **Hist 443**  The Medieval State: Europe in the High and Late Middle Ages (3 cr)
- **Hist 444**  Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
- **Hist 447**  The Renaissance (3 cr)
- **Hist 448**  The Reformation (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 466**  Eastern Europe Since 1774 (3 cr)
- **Hist 467**  Russia to 1894 (3 cr)
- **Hist 468**  Russia and Soviet Union Since 1894 (3 cr)

Related Fields: 15 credits from the following:

- **Art 302**  Modern Art and Theory (3 cr)
- **Art 303**  Contemporary Art and Theory (3 cr)
- **Engl 341**  Survey of British Literature (3 cr)
- **Engl 342**  Survey of British Literature (3 cr)
- **FLEN 307**  The European Union (3 cr)
- **FLEN 308**  European Immigration and Integration (3 cr)
- **FLEN 324**  Topics in German Literature in Translation (3 cr)
- **FLEN 393**  Spanish Literature in Translation (3 cr)
- **Fren 407**  French & Francophone Literatures (3 cr)
- **Germ 306**  Introduction to German Literature (3 cr)
- **Germ 420**  Topics in German Culture and Literature - Themes (3 cr)
- **PolS 381**  European Politics (3 cr)
- **Span 305**  Culture and Institutions of Spain (3 cr)
- **Span 401**  Readings: Spanish Literature (3 cr)

6 credits of non-American history (US; Latin America; Asia; History of Science/Health/Environment)

Minor in one of the following major European languages: French, German, and/or Spanish. Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student’s related fields requirement.)

**Courses to total 120 credits for this degree**

**C. General Emphasis**

Upper-division history courses, including a seminar in senior year (27 cr)

Related fields (20 cr)

**Courses to total 120 credits for this degree**
DATE: 19 November 2014

TO: Dr. Katherine G. Aiken  
Interim Provost and Executive Vice President

FROM: Monte Boisen, Chair, Department of Mathematics  
Mark Nielsen, Associate Dean, College of Science

SUBJECT: Minor Change Notification Request

The University of Idaho is writing to notify the Idaho State Board of Education per Board Policy Section III.G.3.c.ii of the change(s) which we believe is minor.

- Mathematics BS – discontinue the “Applied Operations Research” option

The following information is being provided to ensure the minor, non-substantive change is in alignment with our institutional responsibilities and accreditation.

This option (Operations Research) has had very low enrollment and currently has no students enrolled. We no longer have faculty who are interested in keeping this option’s curriculum up to date, and we wish to put our energy instead into developing other aspects of the Mathematics BS (such as the Actuarial Science and Mathematical Biology options).

The change(s) will be made effective beginning summer 2015.

Planning:
The Operations Research option was created in the 1990s with the hope of attracting double-majors from the College of Business. While a few students have taken advantage of the option, enrollment has been low and is currently zero. We no longer have faculty with expertise and interest to keep the curriculum up to date and have shifted our focus to other applied options in the Mathematics BS.

Budget:
There will be no budgetary impact to this change. There are no courses that were specific to this degree option. It will allow greater focus in our advising and recruiting efforts, however.

Student Services:
There is no impact on current students as there are no students currently in this degree option.

Physical Facilities:
No change to physical facilities needs.

Library and Information Resources:
No change.
### Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>9/19/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Letters, Arts, &amp; Social Sciences</td>
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<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Organizational Sciences</td>
</tr>
</tbody>
</table>

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

| Title: | Organizational Dynamics Certificate |
| Degree: | Undergraduate Certificate |
| Method of Delivery: | Online, with traditional lecture available |
| CIP code (consult IR /Registrar) | |
| Proposed Starting Date: | August, 2015 |

| Indicate if the program is: | x Regional Responsibility | |
|-----------------------------|---------------------------|

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

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

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
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<tr>
<th>Graduate Dean (as applicable)</th>
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<th>Chief Fiscal Officer (Institution)</th>
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<tr>
<th>Chief Academic Officer (Institution)</th>
<th>Date</th>
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President Date

March 16, 2012
Page 1
1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this request to discontinue an existing program, provide the rationale for the discontinuation. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

We are requesting an undergraduate-level Organizational Dynamics Certificate (ODYN). The need for such a certificate was first confirmed by a survey conducted by the University’s Social Science Research group. Since that time (2007), we have developed a major (Organizational Sciences, i.e., ORGS) and conducted additional focus groups in N. Idaho (with business and professional leaders). The focus groups, in particular, suggested there should be a briefer, more focused set of courses for those who (1) did not want to be degree candidates, or (2) who wished to be degree candidates in a traditional arts and sciences field, or (3) were in a professional applied field (e.g., criminal justice) where the courses and Certificate would be useful credentials for job expansion or promotion. Very recent input from current and potential students on the Moscow campus further indicated to us that a more limited set of skill-based courses would be welcome there as well.

The former Director of the Idaho Nonprofit Center said in private conversation that this was consistent with her understanding of the changes in the small organization and nonprofit sectors.

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

The program is expected to serve students who are primarily in non-business fields. Such students often find themselves working in small stand-alone organizations, or small organizations within larger ones in multiple sectors of the economy (nonprofits, for-profits, public sector, etc.). The Certificate is designed to give these students additional tools that will help them succeed. Although non-business students are our primary target, some faculty in our College of Business and Economics have expressed an interest in encouraging traditional Business students to elect such a Certificate as a useful adjunct to their majors.

We have a successful degree program in this area (ORGS), but the Certificate can serve those who may wish to remain in the majors they have already selected in the arts, in professional fields, in health areas, etc. It can also stand alone as a service to students in the workplace who wish to add to their on-the-job skill sets or professional-technical training.
Learning Outcomes

1. Understand the interrelationships among work, workers, and the workplace.
2. Prepare certificate holders for supervisory placement in for-profit, public and nonprofit sectors.
3. Understand fundamentals of operation of public and private organizations.

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

Programs such as this are not accredited by any external body. Routine annual assessments will be conducted as part of the university’s assessment activities (post graduate surveys, class performance and evaluation, scholarly products, to name some).

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

All courses for the ODYN program currently exist and are being offered. They serve Organizational Science (ORGS) majors, Business majors, Political Science majors, Psychology majors, and others (and are drawn from those majors).

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

| Credit hours required in major certificate: | 12 |
| Credit hours required in minor: | |
| Credit hours in institutional general education or core curriculum: | |
| Credit hours in required electives: | |
| Total credit hours required for completion: | 12 (from those listed) |
6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<td>Nonprofit Management Cert. *</td>
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<tr>
<td>UI</td>
<td>Undergraduate</td>
<td>Organizational Sciences **</td>
<td>Organizational Communication</td>
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<td>Organizations &amp; Communities</td>
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</table>

* A recent proposal from BSU covers similar ground, but intends to target a graduate audience. We are hoping to appeal to an undergraduate audience. We do not know the status of BSU’s proposal.

** UI currently offers a B.S. and B.A. in Organizational Sciences (ORGS). This degree is focused on students who wish to work in small for-profit, nonprofit, and public organizations. The degree has several courses under its own ORGS prefix, but also includes courses from Communication (COMM), Business (BUS), Political Science (POLS), Psychology (PSYC), and Sociology (SOC). Courses from the certificate will be drawn from the major and will serve students who want the designation offered by the certificate, but do not want to give up their major for the ORGS major.
7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

We believe the program will be appealing to two groups, for slightly different reasons in each case.

First, current students: undergraduate arts and sciences majors. Students in those majors make up over a third of the enrollment at UI. Some go into graduate programs, but many enter the workforce and would benefit from the skills offered by the certificate.

Our second group includes new students. Some of these are students already in the workforce who wish to add a set of skills that could improve their standing in their organizations and allow them to improve their prospects for advancement. The program will be available online, which serves working students. Others will be students who are interested in the excellent arts and sciences majors offered at UI, but want the opportunity to add the skills offered by the certificate.

We find that our target students from both groups tend to seek employment in human service businesses, in hospitality (especially arts & leisure), and healthcare. Many attempt to start their own small businesses in these areas. Our Bureau of Labor Statistics data shows projected growth in our region in all of the areas mentioned above. Some of the projections will show seasonal fluctuations, but the overall trend is upward. We are not requesting to add a program that addresses a particular sector, but to give current and new students a marketing advantage, and skills, when they discover opportunities that are of interest to them.

The ORGS major has been a source of information for us. This major is very successful on its own terms, but it has revealed the other audiences mentioned above. In recruiting and advising for ORGS, we have run into students who want some of the courses, but not the entire major. To take on the major would require adding a semester or two (to double-major); or, it would require them to drop the major they have, a major that may be near and dear to them. In Coeur d’Alene, our experience with ORGS has helped us identify potential students with associate’s degrees, or professional-technical education, who want the skills offered by the certificate, but cannot afford the time or money to return for a degree. The fact that the 12 credits of the certificate will eventually apply to a degree, if and when they choose to seek a degree, is a real bonus.
8. Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Our target audience is a large subsection of current UI students as well as new students.

3-year estimate
Year 1: 20
Year 2: 35
Year 3: 60

Completion. Because all the courses are expected to be available every semester (and several in summer) students can move through the program as quickly as their personal resources (time, money, energy) permit. Regular arts and sciences students should have no trouble completing the certificate as part of their elective package. We expect that many of the new students will be part-timers who are seeking only the certificate. Completion rates are difficult to estimate for these students. We can say that a major hurdle for completion, i.e., course timing and course availability, will not be a problem for this certificate.

Full/Part time. There are almost 2700 UI students in the college most likely to find ODYN attractive: the College of Letters, Arts, & Social Sciences (BS/BA level, Fall, 2013, Institutional Research data). Approximately 85-90% of the current students are full-time. Similar percentages exist for Colleges of Art & Architecture (535 students) and Science (907 students). Engineering, Education, Agriculture & Life Sciences, and Natural Resources are less likely to find ODYN appealing because some of the issues are already embedded in their curricula. Students not part of a UI degree program are likely to be part-timers.

Recent data from the Idaho Nonprofit Center (the statewide professional association) indicates that the nonprofit sector is the fastest growing sector of our economy. Statewide data also shows stable employment opportunities in local and state public sector jobs, and an increase in for-profit and nonprofit start-ups. As mentioned, we believe the certificate might be particularly useful for non-business majors who have great ideas, drawn from their scientific/artistic training or from their professional training, who want to start a business themselves or join a start-up. In addition to UI degree candidates, these are often students who have not completed a degree, or who have an associate’s degree or professional-technical credential, who are employed or seeking employment.
**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
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<tbody>
<tr>
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<td>Current</td>
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<tr>
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9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

   *This program is not expected to reduce enrollments elsewhere in the university. It has potential to increase enrollments.*

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

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

<table>
<thead>
<tr>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
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<tbody>
<tr>
<td>Region</td>
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<tr>
<td>State</td>
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<tr>
<td>Nation</td>
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</table>

   a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the

*March 16, 2012*

*Page 7*
survey instrument with a summary of results as Appendix C.

As noted in #7, above, this certificate itself does not prepare students for particular professions. Rather, it provides skills to existing majors and workers. ODYN is not a degree program.

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

We expect that the certificate will contribute to a better-trained workforce. Students in the Arts and Sciences often have great ideas, but lack the skills to create and sustain a supporting organization. The ODYN certificate addresses this missing piece. It also addresses skills that would be useful to students already in the workforce.

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

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

As mentioned, the courses are already being offered. Current delivery is a mix of online, traditional lecture, and online/lecture hybrids. However, all courses are available online for those who are place-bound and/or who have work schedules that make classroom attendance a hardship.

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

SBOE Goals that are relevant to this proposal include:

1. A well-educated workforce – The primary purpose of this certificate program is add to the skill sets of students in a way that improves their ability to support themselves in the workplace.
2. Critical thinking and innovation – The program focuses on courses that are methodologically rich, and that have elements of empiricism and assessment.
3. Effective and Efficient delivery – The courses are well-crafted, and are available for students online or at our statewide sites. They are already offered within other majors and have established successful track records.

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

March 16, 2012
Page 8
### Goals of Institution Strategic Mission

<table>
<thead>
<tr>
<th>Teaching &amp; Learning (e.g., innovative and integrative coursework)</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in ODYN are creative, draw from multiple disciplines, and are practical.</td>
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</tbody>
</table>

| Outreach and Engagement (engaging with communities) | An important underlying assumption is that the certificate improves employment chances, especially in the human service area. |

| Community and Culture (openness and respect) | The basics of representing the state’s population and providing opportunity are explicit in our workplace and personnel courses. |

UI is a Land Grant university, and thus values practicality. This Certificate is, if anything, practical.

14. **Is the proposed program in your institution’s Five-Year plan?**

   **Indicate below.** This question is not applicable to requests for discontinuance.

   Yes ___ No x ___

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

   The potential for the program has only recently been identified. As mentioned, advising and recruiting for the ORGS major has revealed the interest among arts and sciences students. Our connections with statewide professional groups (e.g., the Idaho Nonprofit Center) has helped us see the potential interest at the community level.

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

   Some enrollments will be drawn from existing UI students in the colleges mentioned previously.

   Additional audiences:
   - students interested in the disciplines of those colleges who are making an enrollment or transfer decision.
   - students in the workforce, or returning to the workforce, who have an arts and sciences degree but lack organizational training.
   - students in the workforce who have an associate’s degree or a professional-technical credential, but find themselves as supervisors or small business owners.

   Internally, no recruiting strategy is needed. Indeed, we perceive that demand is already in place. Externally, we plan to take advantage of the Moscow campus and the UI regional Centers. The UI Centers, in particular, have strong ties to industries and professional groups.
also serve to support new business incubation. Awareness is the fundamental issue. Practical training often sells itself—the key is to make sure that potential students are aware of the program. A certificate program, such as this one, adds value without taking away from other interests.

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

The spreadsheet is attached but, in summary, we see no additional costs.

Organizational Dynamics Academic Certificate Curriculum

Pick 3 credits from
- ORGS 210 Intro to Organizational Sciences (1 cr)
- ORGS 220 OrgS 220 Budgeting for Small Organizations (1 cr)
- ORGS 221 Workplace Motivation (1 cr)
- ORGS 222 Workplace Soft Skills (1 cr)

Pick at least 9 additional credits from
- ORGS 110 Governance in Small Organizations (3 cr) (Reserved for leaders of student & community groups at UI, or dual enrolled.)
- ORGS 155 Financial Literacy (3cr)
- ORGS 305 Nonprofit Organizations (3 cr)
- COMM 410 Conflict management (3 cr)
- COMM/JAMM 456 Nonprofit Fundraising (3 cr)
- PolS 451 Public Administration (3 cr)
- Psyc/ORGS 441 Human Relations in the Workplace

3 credits of COMM, ORGS, POLS, PSYC 400, 404, 498, 499 may be substituted for one of the courses above, with approval of the Director of the Organizational Sciences Program.