GENERAL MEETING OF THE
FACULTY OF THE UNIVERSITY OF IDAHO

Tuesday, April 21, 2009 - 3:30 p.m., Administration Auditorium
President Steve Daley-Laursen Presiding

➢ Call to Order.
➢ In Memoriam.
➢ Minutes. Meeting of November 17, 2008
➢ Announcements.
➢ President’s Remarks.
➢ Special Orders.

Report of the Faculty Council

[Hardcopies of all pertinent documents for this meeting can be accessed at the Faculty Council Website at http://www.webs.uidaho.edu/facultycouncil/General%20Faculty%20Meetings/univ_faculty_meetings.htm]

I. Proposed Changes/Additions to the Faculty-Staff Handbook (FSH).

Constitutional Changes: (requires quorum and 2/3 vote)
• FC-09-005: FSH 1520 – Article V. – Faculty Council
  o Off-campus Faculty Council Representation
  o Rename Faculty Council to Faculty Senate
• FC-09-071: FSH 1520 – Article III. – Faculty Meetings
  Associated policy changes to FC-09-071
  o FSH 1540 A-1 – Standing Rules of the University Faculty – venue determination
  o FSH 1640.94 – University Multi-Campus Communications Committee

Affirmative Action & Disability Affairs (Gender Identity/Expression)
• FC-09-022: FSH 3200 – Policy of Nondiscrimination
• FC-09-023: FSH 3860 – Grievance for Classified Staff
• FC-09-024: FSH 3215 – Non Discrimination Sexual Orientation
• FC-09-025: FSH 3060 – Affirmative Action Equal Opportunity

Faculty Affairs (tie AE to PD, connect to Strategic Action Plan goals, address interdisciplinary activities, establish common procedures)
• FC-09-067: FSH 3050 – Position Description
• FC-09-068: FSH 3140 – Performance Expectations
• FC-09-069: FSH 3320 – Annual Evaluation
• FC-09-070: FSH 3420 – Faculty Salaries

Other:
• FC-09-074: FSH 3360 – Probation, Promotion, Demotion & Transfer of Classified Employees
• FC-09-075: FSH 4130 – Standard Course Numbers

II. Proposed Changes to the University of Idaho Catalog.

• FC-09-026: Final Exam Schedules (approved)
• **FC-09-027:** UCC-09-016 - Certificate of Nuclear Criticality Safety (approved)
• **FC-09-028:** UCC-09-053a - NOI CLASS: BS/BA Organizational Sciences (approved 9-8)
• **FC-09-031:** UCC-09-065 – Regulation M-3-b (approved)
• **FC-09-033:** UCC-09-068 – Discontinue M.S. Geological Engineering (disapproved 4-13)
• **FC-09-053:** UCC-09-088 – Discontinue MS in Physical Education (approved)
• **FC-09-054:** UCC-09-092 – Discontinue B.A. in Foreign Language, German option (approved)
• **FC-09-055:** UCC-09-091 – Discontinue B.A/B.S. in Communication Studies (approved 11-3)
• **FC-09-056:** UCC-09-093 – Discontinue B.A./B.S. Justice Studies; new emphases Sociology (approved)
• **FC-09-057:** UCC-09-095 – Create B.S.Ag.L.S. degree, 3 majors and 5 emphases (approved)
• **FC-09-058:** UCC-09-096 – Discontinue B.S.Ag.Ed. Ag.Industry Mngmnt. & Communication (approved)
• **FC-09-059:** UCC-09-097 – Discontinue B.S.Agroecol.Hort. Environ. degree and options(approved)
• **FC-09-060:** UCC-09-098 – Discontinue B.S.A.S.M. degree and associated options(approved)
• **FC-09-061:** UCC-09-099 – Discontinue B.S.R.L.M. degree (CALS) (approved)
• **FC-09-062:** UCC-09-100 – Discontinue B.S.F.C.S. in Child, Family and Consumer Studies, Family and Consumer Studies Education Option (approved)
• **FC-09-063:** UCC-09-101 – Discontinue B.S.R.L.M. degree (CNR) (approved)
• **FC-09-064:** UCC-09-106 – Discontinue B.S.Ag.Sci.Tech. degree (approved)
• **FC-09-065:** UCC-09-102 – Consolidate M.S. majors in CNR to One (approved)
• **FC-09-066:** UCC-09-104 – Discontinue MAT Art Education (disapproved 4-13-1)
• **FC-09-072:** UCC-09-094 – Discontinue M.S. in Veterinary Science (approved)
• **FC-09-073:** UCC-09-105 – Discontinue M.S. in Architecture (disapproved 5-14)
• **FC-09-076:** UCC-09-062 – Registration B and C (approved)

➢ **Closing Remarks**

➢ **Adjournment**

Rod Hill, Secretary of the Faculty,
[http://www.webs.uidaho.edu/facultycouncil](http://www.webs.uidaho.edu/facultycouncil), (885-6151)

---

98 faculty members constitute a quorum. 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.
University of Idaho  
Regular Meeting of the Faculty  
Minutes  
2008-09 Meeting #2 Tuesday November 17, 2008

Although there was not a quorum present, President Daley-Laursen called the meeting to order at 3:35 p.m.

Minutes: The minutes of the previous meeting (#1, 2008-09) were approved unanimously (Miller, Adams).

In Memoriam: The president called for a few moments silence to honor those who had passed away.

Charles O. Christenson  
Professor Emeritus of Mathematics  
— September 2008 —

Kenneth E. Hungerford  
Professor Emeritus of Wildlife Resources  
— October 2008 —

Dwight L. Kindschy  
Professor of Agricultural Education and Department Head Emeritus  
— October 2008 —

Stewart C. Schell  
Professor and Chair of Zoology Emeritus  
— September 2008 —

Faculty Council Chair Guilfoyle then addressed the meeting, noting that FC was engaged in the Program Prioritization Process (PPP) and working hard to keep faculty informed of progress. The Chair encouraged faculty, staff and students to become involved in the Request for Innovations (RFI), as part of the strategic planning process. The Chair noted that the President search was progressing and there were presently 40 applicants in the pool.

FC-09-005 - Off-campus Faculty Council Representation and Rename Faculty Council to Faculty Senate: The Chair invited FC Vice-Chair Miller to address the meeting. As these are proposed constitutional changes, requiring a quorum and a 2/3 majority support to proceed, the Vice-Chair provided a brief rationale for the proposed changes. Off-campus representation has actively participated in Faculty Council meetings interactively through compressed video for the past year and a half, but without the benefit of a vote. The amendment is to allow these three individuals across the state the ability to vote. With regard to the name change to Faculty Senate it is to make clear the role of our faculty leadership body and its role of faculty
governance as stated in the constitution, both internally and externally where the name, “Faculty Senate” is more widely accepted. There being no questions, the meeting moved to the next item.

**FC-09-009.** The ombuds briefly reviewed the proposed changes to the role of the Ombuds Office. Essentially, the two main changes were to recognize both ombuds (faculty and staff) with equal status and the second issue was to add to the ombuds’ responsibilities to include student issues. The neutral role of the ombuds extended to students was a win-win solution.

**FC-09-010 – FSH 3050 Position Description Form and FC-09-011 – FSH 3320 Annual Evaluation Form.** The FAC Chair presented the rationale for the changes to position description and annual evaluation forms and underlying policy. Changes had been in process for two years and there had been university-wide input.

There was discussion about the changes. One view was that the forms were now oversimplified. The FAC Chair noted that the intention was to provide greater opportunity to give prominence to interdisciplinary activities. Other activities such as extramural service were also now given greater prominence on the forms. Another view was supportive of the committees that worked on the revisions and suggested that the changes were a great improvement on the previous versions.

**FC-09-008. FSH 4620 – Academic Calendar.** There was a brief discussion about timing of the academic calendar for 2012 and a suggestion that the August 20 start date was too early.

**FC-09-002 (rev). Catalog – Regulation B-12.** The registrar addressed the issue that had been raised at UCC: the practice of including an option of flexible credit for fixed credit courses. The main reason that UCC recommended that this should be struck from the catalog is that it is possible to leave out some content without making clear, the academic content that has been omitted in each case. It was noted that use of the special topic category could be used to assign fewer credits to allow students to take a part of a course with instructor approval.

**President’s Remarks.** President Daley-Laursen thanked FC Chair Guilfoyle for her leadership and work on behalf of the faculty.

The President noted that the world, nation and the University of Idaho were dealing with difficult times. He noted his appreciation of the faculty in achievements that sustain the UI community and that the local, state, regional, national and international impact of the faculty was very important for long-term university success. He noted that in the present fiscal climate there was an element of going into unknown territory in leadership in 2008-09. He welcomed dissent, suggestions and innovations from the faculty as the university worked through the PPP.

The President moved on to thank the faculty leadership team for open two-way communication with the university leadership as the PPP was evolving. He also thanked Provost Baker for his efforts in working closely with the faculty leadership.
The President noted that the complexities that drove the evolution of the PPP have allowed UI to be distinguished in moving strategically and quickly in the difficult fiscal environment. He noted that we are in the process of transforming the institution and implementing strategic agendas with knowledge of our strengths. He noted the advantages of jointly turning our minds to thinking strategically in order to ensure our quality and to avoid mediocrity.

He also noted that the national economic down-turn had provided impetus to a more rapid implementation of the strategic action plan and the PPP. The President noted that likely cuts to the state allocated budget would be of the order of 5% both this year and next. He noted that VP Mues and senior leadership were working toward implementing the “three bucket model”: base budget reserve, investment capital and adoption of three year budget planning model.

The President also noted the importance of working with the Regents to ensure they were in tune with the implementation of the PPP. He also briefly noted the importance of maintaining and growing federal funding for research. He spoke to the work that was in process by VPR McIver. He noted that he had many great suggestions from faculty and staff to help deal with the fiscal down-turn. The intent was to develop the RFI process to glean innovative suggestions from the broad university community. He had already received more than 30 informal suggestions from faculty and staff.

Questions:

*Is there consideration of laying off tenured faculty?*
Planning will be strategic. Unfortunately the scale of the cuts the university is facing means that this has to be considered. Personnel costs are a large factor. There are a variety of ways to effect personnel costs, looking at retirement situations and other approaches just beginning to emerge. The range of possible ways to work through this will be under discussion and development as the process moves forward.

*Can responses to the RFI deal with academic and non-academic areas?*
Yes, all aspects of UI structure can be considered and are strongly encouraged.

*How are the proposed changes being presented to stakeholders?*
The university must be proactive in educating stakeholders about the strategic changes that we are implementing. The legislature visited last week during their northern Idaho tour and the governor has visited twice recently. There are active efforts to educate them about the scope and the strategic intent of the current PPP.

*Please clarify the magnitude of the cuts we are facing from the state as this is not clear.*
The President noted that we are planning for $5M this year and an additional $5M next year. This is in addition to the $6.2M reallocation that was implemented last year. The Provost added that including the estimated increase in costs due to inflation in the next two years would add a further $2-$4M to the real effect of the cuts. The enrollment workload adjustment for next year represented $1.3M of this estimate. The calculation of the three year rolling average student FTE determines this figure. Increased insurance costs were also factored into future budgets.
When private industry down-sizes, the product is protected. Perhaps separating employees into those who work directly to produce our product, graduates should be considered separately from those not directly associated with producing graduates.

The university is not in the private sector and there are major cultural differences. We need to carefully consider our culture in these decisions. The plan is to build upon our strengths, to identify our competitive advantages and make investments in these areas. Academia has traditionally broad-base pieces that it sees as all being equal contributors to carrying out the mission. This is probably the point where we have work to do: Identify our strengths and best opportunities and build them into various fusions and reconfigurations.

We will be smaller in the future. We will need to do less with less. What will we stop doing? The President noted that there was much discussion at all levels of the university. The PPP was the means to identify what we will stop doing. The Provost added that the size of the permanent budgetary cuts (as well as state holdbacks) means that we will have to be smaller in the future.

What is the return on investment from earlier strategic reallocations? We have seen increases in the number of graduate students. The Advancement office has reported an increase in alumni giving of 50% last year. The momentum externally is quite high although there is concern with the economic down-turn.

Adjournment: Meeting closed 4:49 p.m.

Respectfully submitted,

Rodney A. Hill
Secretary of the Faculty.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)
[1/08]

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

Chapter & Title: FSH 1520; Article V of the 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)

Telephone & Email: jamiller@uidaho.edu; 208-885-2257

Policy Sponsor: (If different than originator.)

Telephone & Email:

Reviewed by General Counsel _x_ Yes ____No Name & Date: ___Kent Nelson 4/9/09___________

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

To change the name of Faculty Council to Faculty Senate and to provide the center faculty in Boise, Idaho Falls and Coeur D’Alene representatives in the Faculty Senate.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?

Senate is the more commonly employed name for this body throughout academia and is more readily understood by external audiences. The centers have unique interests that should be represented in the Faculty Senate.

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

None. The centers already link to the Moscow campus by interactive video for the weekly Faculty Council meetings.

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

There will be various places in the FSH that will require editing if the name change is approved.

V. 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: __The President of the University and the Regents of the University.
CONSTITUTION OF THE UNIVERSITY FACULTY

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 [senate] assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council [senate] 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. 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).

CONTENTS:

Preamble  
Article I.  General Provisions  
Article II.  Faculty Classifications  
Article III.  Faculty Meetings  
Article IV.  Responsibilities of the University Faculty  
Article V.  Faculty Council 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 Council Senate. This council senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The council 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 council senate. [See III-3, V, and 1420 A-1-c.] [ed. 7-00]
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.

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 Council will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

Clause D. Matters of Mutual Concern. The Faculty Council has the responsibility for resolving academic matters that concern more than one college or similar unit.

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is constituted 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, or visiting designations, e.g., “assistant research professor” and “visiting associate professor”), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 K-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. 7-00, rev. 7-01]

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 H.] [ed. 7-00]

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 I] and the affiliate faculty [see 1565 J] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. [ed. 7-00]

Clause B. Members of associated faculties have the privilege of participation without vote in meetings of the university faculty. They have the privilege of participation with vote in meetings of their associated faculties and on faculty committees. When the bylaws of the constituent faculty concerned so provide, members of the associated faculties have the privilege of participation with vote in meetings of their respective constituencies of the university faculty; however, when they are 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 Council.

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.

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 and performs such other duties as may be assigned by the president or the university faculty.

Section 3. Quorum. A quorum consists of one-sixth of the membership of the university faculty, as defined in article II, section 1, who are assigned to the Moscow campus. 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]

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]

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 constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

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 “Student Judicial System.” [See 2200, 2300, and 2400.]

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.

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 15420 A.]

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).]

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.]

ARTICLE V--FACULTY COUNCIL.

Section 1. Function. The Faculty Council 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 council is constituted as follows:

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

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one representative 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 representative. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation, the reduction does not take place until the expiration of the term of office of an elected representative from the college.

(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 telephone or other appropriate technology.

(23) 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 representatives to serve with vote on the council senate on the same basis as provided above for college faculties. [See 1566.]

(34) Dean. The academic deans elect one of their number to serve with vote on the council senate.

(45) Staff. The representative body of the university staff elects one employee who does not have faculty status to serve with vote on the council senate.

(56) Students. Two undergraduate students and one graduate student serve as voting members of the council senate, and the council 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.]

Clause B. Members Ex Officiis. The president or the president’s designated representative and the secretary of the faculty are members ex officis of the council senate, with voice but without vote.

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

Section 4. Terms of Office. Elected faculty members of the council senate serve for three years. The academic dean and the staff representative serve for one year. The terms of office for student members are as established by the council 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 council senate may shorten the initial term of office of faculty representatives elected to fill new positions on the council 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 council senate may serve an immediately ensuing term [but see 1580 III-3].

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the council 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 Council Senate and to hold an elective or appointive office on the council senate.

Section 6. Elections. Regular elections for representatives senators on the council senate are held before April 15 of each year in which an election is to be held. All elections for members of the council 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.

Section 7. Vacancies.

Clause A. If it is necessary for a member of the council 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 on the council 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 council senate member returns, he or she resumes the position on the council 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.]

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

Section 8. Recall. The recall of a member of the council 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 council 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 representative senator, the member may appeal the case to the council senate within 10 days. If the case is appealed and the council senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another representative senator. Regular procedures are followed in replacing the recalled person, except that the chair of the council 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 on the council senate with full vote.

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 Council 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 Council 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.

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)
[3/09]

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

Chapter & Title: FSH 1520 – University Constitution, Article III – Faculty Meetings

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: 885-7808 rodhill@uidaho.edu

Policy Sponsor: (If different than originator.)

Reviewed by General Counsel __x__ Yes ____No Name & Date: ___ Kent E. Nelson __ April 6, 2009

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.

a. Revise the quorum requirement under Article III Section 3 from one-sixth to one-eighth of the membership of the university faculty.

b. Support functions for faculty voting across the state at general faculty meetings that conveys audio and visual signals in both directions between Moscow and the remote venue, as established in FSH 1540 A-1.

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

Cost would require each site to establish a video/audio link to allow both directions to connect, equipment dedicated to that end would cost approximately $20,000 per site. There will also be an hourly charge per site for connection support typically $25-35 hr. depending on the site.

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

FSH 1540 and 1640.94.

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. July 2009

If not a minor amendment forward to: ________________________________

Policy Coordinator
F&A Appr.: [Office Use Only]

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

FSH
Appr. __________
FC __FC-09--71__
GFM __________
Pres./Prov. __________
[Office Use Only]

Track # _UP-09-044____ Date Rec.: __4/6/09__
Posted: t-sheet __4/6/09__
h/c __________
web __________
Register: ________
(Office Use Only)
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 1540 – Standing Rules of the University Faculty

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): Rod Hill 4/6/09
(Please see FSH 1460 C)

Telephone & Email: 885-7808 rodhill@uidaho.edu

Policy Sponsor: (If different than originator.)

Reviewed by General Counsel x Yes No Name & Date: Kent E. Nelson April 6, 2009

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.
Support functions for faculty voting across the state at general faculty meetings and determine venues.

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

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
FSH 1520 and 1640.94.

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. July 2009

If not a minor amendment forward to: ___________________________________________

Policy Coordinator
Aprr. & Date: __4/6/09____ [Office Use Only]

FSH
Appr. __FC-09-071__
FC __FC-09-071__
GFM _________
Pres./Prov. _________
[Office Use Only]

Track # _UP-09-045_____ Date Rec.: __4/6/09_____ Posted: t-sheet __4/6/09____
h/c __________________
web _____________
Register: __________________
(Office Use Only)

APM
F&A Appr.: __________
[Office Use Only]
Chapter & Title: FSH 1640.94 – University Multi-Campus Communications Committee

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): Rod Hill 4/6/09

Phone & Email: 885-7808 rodhill@uidaho.edu

Policy Sponsor: (If different than originator.)

Reviewed by General Counsel X Yes No  Name & Date: Kent E. Nelson April 6, 2009

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.

New committee to support functions for faculty voting across the state at general faculty meetings.

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

Teleconference for meetings would cost typical long distance charges. Video conferencing would cost $25-35/hr per site.

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

FSH 1520, and 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. July 2009

If not a minor amendment forward to: ____________________________

Policy Coordinator

APM

FSH

Track # ____________

[Office Use Only]

[Office Use Only]

[Office Use Only]
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 Council 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.

Clause A. Venue. Faculty may participate and vote in meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue in the state that is connected via electronic video and audio link as outlined in Clause B. Venues will be designated annually by faculty council as described in 1540 A-1.

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).

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.

Section 3. Quorum, Recognition of Speakers, Recording of Votes and Delegates.

Clause A. Quorum. A quorum consists of one-sixth eighth of the membership of the university faculty, as defined in article II, section 1...
who are assigned to the Moscow campus. If there is not a quorum at a faculty meeting, Faculty Council actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. [rev. 7-97].

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.

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).

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.
PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed 7-97]

A. VOTING PRIVILEGE. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus, adjunct, and affiliate faculty members, staff members, students, and others may be permitted to participate in meetings in an advisory capacity only, and they may serve as voting members of committees.

A-1. Venue Determination. The approved sites remote from the Moscow campus for General Faculty Meetings will be determined annually. At the first faculty council meeting in the fall, with other committee elections, the remote sites for the year will be approved (see also 1520, III-1-A).
1640.94
University Multi-Campus Communications Committee

A. FUNCTION.

A-1. To coordinate the orderly conduct of General Faculty Meetings at
multiple sites across the state.

A-2. To design, review and recommend for approval by Faculty Council,
operating protocols with respect to conducting faculty meetings with
active participation of faculty across the state. Focus points include
methods of recording and reporting of votes, recognition of members and
other logistical issues.

A-3. To work in collaboration with the Information Technology Committee
(see 1640.55) to review and make recommendations to Faculty Council
on appropriate communication technologies to maintain high-quality
faculty meetings.

A-4. To report annually to the Faculty Council on faculty satisfaction with
communications during faculty meetings.

B. STRUCTURE AND MEMBERSHIP. Secretary of the Faculty who serves
as chair, one faculty member who resides at the Moscow campus, the
Executive Director of Information Technology or designee (w/o vote), and
one faculty member from each designated remote site (see FSH 1540 A-1)
who serves as the secretary’s delegate at faculty meetings. To assure a
quorum and remote site participation one alternate faculty member from
each designated remote site will be selected. Committee members are
appointed by the university's Committee on Committees and serve a three-
year period.
POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions.)

<table>
<thead>
<tr>
<th>Faculty/Staff Handbook</th>
<th>Addition</th>
<th>Revision*</th>
<th>Deletion*</th>
<th>Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Amendment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chapter & Title: 3215 NonDiscrimination Based on Sexual Orientation
3200 Policy of NonDiscrimination
3060 Affirmative Action & Equal Opportunity
3860 Grievance Procedures for UI Classified Staff Employees

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>April Preston</th>
<th>11/17/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please see FSH 1460 C)</td>
<td>Name</td>
<td>Date</td>
</tr>
<tr>
<td>Policy Sponsor: (If different than originator.)</td>
<td>April Preston – as Interim Human Rights Compliance Officer</td>
<td></td>
</tr>
<tr>
<td>(If different than originator.)</td>
<td>Name</td>
<td>Date</td>
</tr>
<tr>
<td>Telephone &amp; Email:</td>
<td>885-3616</td>
<td><a href="mailto:aprilp@uidaho.edu">aprilp@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Reviewed by General Counsel  X Yes  No  Name & Date: Hoey Graham 11/20/08

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

To demonstrate a more inclusive definition of diversity.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?

Current policies do not address gender identity/expression.

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

None

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

Policy of Non-discrimination signed by President and Human Rights Compliance Officer
Preamble of Faculty Staff Handbook

V. 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: __________________________________________

If not a minor amendment forward to: __________________________________________

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

FSH

Appr.  ____  FYI  ____

FC  __________________

GFM  ________________

Pres./Prov.  ________________

[Office Use Only]

Track #  ________________

Date Rec.:  ________________

Posted: t-sheet  ________________

h/e  ________________

web  ________________

Register:  ________________

(Office Use Only)
POLICY OF NONDISCRIMINATION

PREAMBLE: This section explains the University of Idaho nondiscrimination policy and was added to the Faculty Staff Handbook in January 2003. Further information on this policy and on the relevant federal and state laws lying behind it may be obtained from the Human Rights Compliance Office (208)-885-4212, Office of Diversity and Human Rights (208-885-9229), http://www.webs.uidaho.edu/hrco.

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment.


Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in Faculty Staff Handbook (FSH) 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation and gender identity/expression, as stated in FSH 3215. The entire FSH can be accessed online at http://www.its.uidaho.edu/fsh.

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Special Assistant to the President for Diversity and Human Rights (885-9229); Director for Human Rights Compliance Officer (885-4212 or hrco@uidaho.edu); Coordinator of Disabled Student Services (885-7200); Regional Office for Civil Rights, U.S. Department of Education in Seattle 206-220-7900; Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco 415-848-6969. Complaints about discrimination or harassment should be brought to the attention of the UI Office of Diversity and Human Rights Compliance Officer (885-4212 or diversityhrco@uidaho.edu). Retaliation for bringing forward a complaint is prohibited by FSH 3810.
GRIEVANCE PROCEDURES FOR UNIVERSITY OF IDAHO CLASSIFIED EMPLOYEES

PREAMBLE: This section outlines the policy and procedures for staff grievances. A previous avatar formed a part of the 1979 Handbook, but the whole of the section was thoroughly revised in July of 2002 and in 2007 A-4 was revised to add a process for addressing retaliation complaints. For further information, contact Human Resources (208-885-3638). [ed. 7-97, 7-02, 9-06, rev. 7-07]

CONTENTS:
A. Policy.
B. Problem-Solving Procedure.
C. Due Process Procedure.
D. Appeals.

A. POLICY.

A-1. Purpose. The purpose of this policy is to provide clear processes through which UI classified employees may present grievances. As used in this policy “UI classified employees” includes UI classified employees and UI exempt classified employees. This policy aims to assist in maintaining a productive work environment and preventing minor complaints or problems from becoming major concerns. Unresolved grievances can result in a strained working environment, low morale, absenteeism, and diminished productivity.

A-2. Resolution at Lowest Level Possible.

a. Employees, supervisors, upper-level managers and administrators are encouraged to resolve job-related disputes at the lowest management level possible within UI. Before using the processes described below, an employee should make a reasonable attempt to meet with and resolve the matter(s) with his or her immediate supervisor. Advisors, except attorneys, are permitted at the informal meeting with the immediate supervisor. Employees and supervisors are strongly encouraged to engage in this informal meeting in order to identify the precise matter(s) at issue, discuss ways to resolve them and to resolve matters at the lowest level possible.

b. If an employee believes that meeting with his or her immediate supervisor would be futile, or if an issue is not adequately resolved, the employee is encouraged to contact the next higher administrator, Human Resources (HR) or the Ombuds Office. [ed. 9-06, rev. 2-07]

c. The ombuds’ office [FSH 3820] provides a confidential, informal mechanism to facilitate voluntary communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. An employee who wishes to use the services of the ombuds should do so before using the procedures discussed below. [ed. 9-06]

A-3. Financial Exigency. This policy does not apply under the circumstances described in FSH 3970, except as set forth therein.

A-4. Sexual Harassment, Illegal Discrimination or Retaliation. The processes in this policy should not be used when alleging sexual harassment or illegal discrimination. An employee alleging sexual harassment or discrimination based on race, color, sex, national origin, religion, age, sexual orientation, gender identity/expression or disability may file a complaint with the Human Rights Compliance Officer. That Office investigates such complaints, and handles their resolution with appropriate regard for confidentiality. An employee alleging retaliation is required to follow the process set forth in FSH 3810 before proceeding under this policy. The time period for appeal will begin to run upon completion of the process set forth in 3810. [FSH 3210, FSH 3215, FSH 3220] [ed. 9-06, rev. 7-07]

B. PROBLEM-SOLVING PROCEDURE.

B-1. Eligibility to Use the Problem-Solving Procedure. Any UI classified employee, including those with provisional or entrance probationary status, may file a grievance under the problem-solving procedure. The problem-solving procedure deals with all job-related matters except dismissals for cause, suspensions without pay, demotions, and
involuntary transfers. Further, the problem-solving procedure shall not apply to unsatisfactory performance during entrance probation or to compensation except alleged inequities in compensation within UI or a department. Upon mutual agreement of UI and the employee, time requirements or any intermediate step of the problem-solving procedure may be waived.

B-2. Elements of the Problem-Solving Procedure.

a. To begin the Problem-Solving Procedure employees are required to file the Problem-Solving Request Form (see the end of this policy) no later than ten (10) working days after becoming aware of any matter which may be handled through this Problem-Solving Procedure or after ending informal processes with the Ombuds Office without resolution, whichever date is later. The time limit for filing shall be extended due to the employee’s illness or other approved leave up to five (5) working days after returning to the job. UI may, but is not required to, accept a filing that is or appears to be filed late. Filing is made by hand delivering or mailing by first class mail, postage prepaid, to the assistant vice president executive director for human resources or designee, University of Idaho, Moscow, Idaho 83844-4332. Filing shall be deemed received on the date of hand-delivery or postmark. [rev. 2-07]

b. An employee is entitled to be represented by an advisor, who may be an attorney, in the problem-solving process. Two or more employees may join together to use the problem-solving procedure. Retaliation for using the problem-solving procedure or for participating as a witness or representative is expressly prohibited. An employee who believes that he or she is being retaliated against should review the University’s retaliation policy, FSH 3810, and notify HR. [ed. 9-06]

c. HR will arrange for the employee to meet with representatives of the unit or college who are best able to resolve the problem through a meeting with the employee. Because the goal of this procedure is to resolve problems at the lowest level possible, this meeting may involve the immediate supervisor and any additional people who may be helpful in resolving the issue(s) as determined by HRS. The department head, director, or equivalent may consult with the employee, immediate supervisor, college administration, others who participated in the problem-solving procedure and any other resources or persons in order to determine how best to resolve the issue. [ed. 9-06]

d. The employee will receive a written response to the issues raised from the department head, director, or equivalent no later than five (5) working days after the meeting.

e. Optional Mediation Step. At any time during the Problem-Solving Procedure, UI and the employee may mutually agree to engage in mediation. If both UI and the employee agree to engage in mediation, the other steps and time limitations (except for the initial filing deadline) of the Problem-Solving Procedure will be put on hold pending mediation. UI will pay for the costs of mediation. UI and the employee must also agree upon a mediator. The mediator cannot be a current or former employee of UI. The outcome of the mediation may include, at the mediator’s discretion, a written document of the resolution.

C. DUE PROCESS PROCEDURE

C-1. Subject Matter; Eligibility; Basic Elements. The due process procedure deals with dismissals for cause, suspensions without pay, demotions, and involuntary transfers. UI Classified employees, except those with provisional or entrance probationary status are entitled to due process before UI makes any decision to dismiss for cause, suspend without pay, demote, or involuntarily transfer. Due process requires that the employee receive notice and an opportunity to be heard before a decision is made.

C-2. Elements of the Due Process Procedure.

a. Notice. Before taking action to dismiss, suspend without pay, demote, or involuntarily transfer an employee covered by this policy, UI will provide a Notice of Contemplated Action containing the following information:

(1) Notice of the Contemplated Action. UI will provide the employee with written notice of the contemplated action(s). For example, the notice may state that dismissal is the contemplated action. It may also set forth alternative forms of discipline, such as demotion or suspension.
(2) Notice of the Basis for the Contemplated Action. UI will provide the basis or reason for the contemplated action. The “basis” of the contemplated action is the for-cause reason and should include corresponding citation to applicable policy or law that supports disciplinary action against an employee.

(3) Explanation of the Evidence. UI will provide a written explanation of the information or evidence pertinent to the contemplated action. This could include an explanation of statements made by other employees, an explanation of documents, and/or an explanation of events leading to the notice. All supporting documentation relied on by UI in considering the contemplated action will be provided to the employee.

(4) Opportunity to Respond. The notice will inform the employee that he or she has the opportunity to respond and will provide a deadline for that response (see “Opportunity to Respond,” below).

(5) Mailing or Delivery. The Notice of Contemplated Action shall be hand-delivered to the employee or mailed by first class mail, postage prepaid, to the employee’s last known address on file with HR. A Notice of Contemplated Action is deemed received by the employee on the day it is delivered or three (3) working days after it is mailed.

b. Opportunity to Respond.

(1) An employee who receives a Notice of Contemplated Action is entitled to an opportunity to respond in person or in writing. It shall be the employee’s decision whether to respond in person or in writing. This is the employee’s opportunity to present his or her reason(s) why the contemplated action should not be taken. The employee may accept the opportunity and respond within the time period stated in the Notice of Contemplated Action, may waive the opportunity by failing to respond within that time period, or may waive the opportunity in writing.

(2) The Notice of Contemplated Action will contain a time period within which an employee may respond. This time period shall be no shorter than five (5) and no longer than ten (10) working days after the employee has received notice unless both UI and the employee agree in writing. UI will make the final decision on the contemplated action after the employee has responded, failed to respond, or otherwise waived in writing the opportunity to respond.

(3) An employee may be represented by an attorney, or other person of the employee’s choosing.

c. UI’s Decision. UI will notify the employee of its decision no later than three (3) working days after the employee has responded, failed to respond, or otherwise waived in writing the opportunity to respond. This three (3) working day period may be extended by UI. UI’s decision will be mailed or hand-delivered to the employee, HRS, and the Provost, Vice President, Executive Director, or other similar individual in charge of the employee’s unit. A decision to dismiss an employee is final and effective on the date set forth in the notice. A dismissed employee shall be provided two (2) weeks pay in lieu of two (2) weeks notice of dismissal. If a sanction is imposed, the employee may have the right to appeal UI’s decision under section D of this policy.

d. Optional Mediation Step. At any time during the Due Process Procedure, UI and the employee may mutually agree to engage in mediation. If both UI and the employee agree to engage in mediation, the other steps and time limitations of the Due Process Procedure will be put on hold pending mediation. UI will pay for the costs of mediation. UI and the employee must also agree upon a mediator. The mediator cannot be a current or former employee of UI. The outcome of the mediation may include, at the mediator’s discretion, a written document of the resolution.

e. Retaliation for responding or participating as a witness or representative in the Due Process Procedure is expressly prohibited. An employee who believes that he or she is being retaliated against should review the University’s retaliation policy, FSH 3810, and notify the Human Rights Compliance Officer (HRCO). [ed. 9-06]

D. APPEALS.
D-1. These procedures apply to appeals from the Problem-Solving Procedure and the Due Process Procedure. After completing the problem-solving procedure, an employee may appeal only the UI’s failure to provide a right or benefit to which the employee is entitled by law. The filing of an appeal does not extend the effective date of the decision being appealed.

a. Filing of Appeal and Appearances. Appeals from decisions made under the Due Process Procedure are filed with the assistant vice president-executive director for human resources or designee. Every appeal filed shall be written and shall state, at a minimum, the decision being appealed, the grounds for the appeal, the action requested, and the name, address, and telephone number of the employee’s attorney if the employee is represented. HR shall provide a copy of the appeal to the administrator whose decision is being appealed, the Provost, Vice President, Executive Director or other similar individual in charge of the employee’s unit, and the chair of the Staff Affairs Committee (SAC). [ed. 9-06]

b. Time Period for Filing An Appeal. An appeal from a decision made under the Due Process Procedure must be received or postmarked within ten (10) working days after receipt of the written notice of final decision being appealed. The notice of final decision is deemed received on the date personally delivered, or three (3) working days after deposited in the United States mail, postage prepaid.

c. Upon receiving an appeal, the chair of SAC shall appoint three current or former members of SAC to serve as the Staff Affairs Hearing Board (SAHB). The SAC chair will appoint one (1) member of the SAHB as its chair. Current or former members of the SAC who wish to be eligible to serve on the SAHB are required to participate in periodic training sessions conducted by the Office of University Counsel to ensure their understanding of due process requirements. Only those members of the SAC who attend training sessions are qualified to hear appeals. UI supervisors shall provide members of SAC paid time away from their jobs to attend these periodic training sessions and other meetings associated with handling a grievance under this policy.

d. Once a grievance has been filed and an SAHB has been formed, the SAHB may meet as needed to prepare for the hearing and to handle other issues that arise related to the grievance.

e. Setting of Hearing. Within ten (10) working days after receiving the appeal from HR, the chair of the SAHB shall consult with the parties and thereafter shall set a mutually agreeable date for the hearing. The chair has discretion to change the date of the hearing. The SAHB shall also set the date by which UI’s response to the appeal shall be filed. [ed. 9-06]

f. Filing of Documents. Once an appeal is referred to the chair of the SAHB, all documents shall be filed directly with the chair of the SAHB during the pendency of the appeal. Copies of all documents submitted shall be provided to the staff member and the administrator who made the decision being appealed.

g. Recommendation of the SAHB. The SAHB shall issue a written recommendation to the President or his or her designee within ten (10) working days after the hearing is concluded. If the President has a conflict of interest, the recommendation shall be made to the Provost and if the Provost also has a conflict of interest the recommendation shall be made to the Vice President for Finance and Administration who shall complete the process as described below. The chair of the SAHB shall provide a copy of the recommendation to the employee, the employee’s representative if any, the assistant vice president for human resources, and the administrator whose decision is being appealed.

h. The President or his or her designee shall issue a written decision to the employee within ten (10) working days after receipt of the recommendation. If the decision is materially different from the recommendation of the SAHB, the reason(s) for the difference(s) shall be set forth in the decision. A copy of the decision shall be provided to the employee, the employee’s representative if any, the SAHB, the assistant vice president-executive director for human resources, and the administrator whose decision is being appealed. The decision of the President or his or her designee is final.

D-3. Other Procedures.

a. Hearings, generally, are held in Moscow. Employees who use the appeals process whose work locations are not in Moscow may request the chair of the SAHB to arrange for a video or telephone conference assisted
hearing for the convenience of the employee appealing or, when feasible, to move the hearing to the location where the employee works.

b. Scope of SAHB’s Authority. The SAHB has no authority to declare a statute or regulation unconstitutional or to interpret a statute or regulation. In all appeals, the SAHB shall determine whether the employee has proven the matter at issue by a preponderance of the evidence.

c. Closed Hearing. Every hearing shall be closed and only those participating may attend, unless the parties agree otherwise in writing. A party may be represented by a person of his or her choice. The representative may be an attorney.

d. UI shall provide the employee with all records relied on in making the decision being appealed.

e. The chair of the SAHB, in consultation with the parties and except as provided in this policy, shall have the authority to set rules to govern the conduct of the appeal process and hearing. The hearing itself shall be conducted in an informal manner. The chair of the SAHB, with or without objection, may exclude evidence that is irrelevant, unduly repetitious, or protected by a privilege recognized in the courts of Idaho. All other evidence may be admitted if it is of a type commonly relied upon by prudent persons in the conduct of their affairs.

f. Settlement negotiations are confidential and shall not be disclosed, unless all participants in the negotiation agree to the contrary in writing. Facts disclosed, offers made, and all other aspects of settlement negotiations (including agreements reached) are not part of the file maintained by HR following a hearing. [ed. 9-06]

g. If the employee fails to appear at the hearing, the chair of the SAHB shall dismiss the employee’s appeal. Such dismissal may be rescinded only for good cause shown as determined by the chair of the SAHB.

h. The SAHB chair has responsibility for retrieving all documents used in the hearing process from all members of the SAHB and the UI. The chair shall deliver the documents used in and generated by the hearing process to HR. HR shall maintain a complete set of these documents for seven (7) years from the date of the decision of the President and thereafter shall destroy them. [ed. 9-06]

D-4. This policy shall be liberally construed to secure just, speedy and economical determination of all issues presented. The Idaho Rules of Civil Procedure and the Idaho Rules of Evidence do not apply to these proceedings.
Problem Solving Request Form

This form should be filed within 10 working days after the events that the employee would like resolved.

Date ________________________ Department _______________________________________

Employee Seeking Problem Solving ______________________________________________

Employee’s Job Title __________________________________________________________

1. I seek resolution of the following job-related matter(s): (Attach additional sheets if necessary)

2. My suggested solution(s) is/are: (Attach additional sheets if necessary)

3. I wish the following people to attend problem-solving meetings: (Please include name and telephone number)

Employee’s signature and date
________________________________________

Signature ____________________________________

Please file this form with the assistant vice president executive director for human resources by hand delivery or first class mail to HR, University of Idaho, Moscow, ID 83844-4332. [ed. 9-06]
Employee Grievance and Appeal

This form may be used for appeals being filed pursuant FSH 3860 (classified employees) or FSH 3890 (non-faculty exempt employees).

Date_________________________ Department__________________________________________________

Employee’s Name and Title__________________________________________________________________________

Please indicate whether you are a Classified or a Non-Faculty Exempt employee: _______________________________

Name and Title of Person (s) Grievance is being filed against________________________________________________

Brief Description of Employee’s duties (or attach HR position description): [ed. 9-06]

State the decision being appealed:

State grounds for appeal (use additional sheet if required):
When completing this section of the Staff Employee Grievance and Appeal of Due Process Final Decision form, please attach a copy of the applicable policy or regulation (Faculty-Staff Handbook). Also include any relevant documentation or references that support your grievance.

Requested Action:

Will you be represented in this proceeding Yes_______ No_________
If you will be represented provide person’s name and telephone number.

Unless the employee requests otherwise, the Staff Affairs Committee/ Staff Affairs Hearing Board will send all correspondence and notices regarding this matter to an employee’s representative. If you wish to have all correspondences and notices sent to you, the employee, rather than your representative please state so.

Employee’s Signature and date:

________________________________________________

Staff Affairs Hearing Board Chair’s signature and date:

________________________________________________

Completed Staff Employee Grievance and Appeal of Due Process Final Decision forms must be submitted to Human Resources either in person or by mail. The HR mailing address is: PO Box 444332 Moscow, ID 83844-4332. An appeal from a decision made under the Due Process Procedure (FSH 3860) must be received or postmarked within 10 working days after receipt of the written notice of Final decision being appealed. The notice of final decision is deemed received on the date personally delivered or three working days after deposited in the United States mail, postage prepaid. [ed. 9-06]
NON-DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION AND GENDER IDENTITY/EXPRESSON

PREAMBLE: This section was added to the Handbook in January of 1995. For further information, contact the Affirmative Action Officer (208-885-6591).

A. The University of Idaho regards discrimination on the basis of sexual orientation and gender identity/expression to be inconsistent with its goal of providing an discrimination-free atmosphere in which students, faculty, and staff may learn, work, and live. The University of Idaho values the benefits of cultural diversity and pledges to students, prospective students, employees and the public that it will defend pluralism in the academic community, and warmly welcomes all men and women of good will without regard to sexual orientation or gender identity/expression.

B. Practices or regulations that discriminate on the basis of sexual orientation or gender identity/expression are neither condoned nor permitted. This policy applies to only the following University of Idaho operations:

- B-1. personnel decisions;
- B-2. student admissions and evaluation;
- B-3. student disciplinary regulations;
- B-4. student housing, however this policy shall not affect the discretion of the university housing office to reallocate rooms and room assignments based on the needs of individual students nor UI housing policies which offer housing on the basis of parenthood or the existence of a legally recognized marriage;
- B-5. use of dining halls, classrooms, or other facilities; or
- B-6. in the provision of educational services, by its employees.

C. The University of Idaho will apply this policy consistently with its obligation to continue to provide Reserve Officer Training Corps (ROTC) programs under federal law. To the extent this policy conflicts with federal regulations of the ROTC program, the requirements of the federal program will prevail.

D. To the extent this policy conflicts with contractual obligations or state or federal laws or regulations, those obligations and laws or regulations will prevail.

E. In determining whether a breach of this policy has occurred, a person claiming discrimination must show that the challenged action would not have occurred but for the person’s sexual orientation or gender identity/expression. The University’s anti-retaliation policy, FSH 3810, applies.

F. Nothing in this policy affects UI policies implemented on the basis of legally recognized marriage.
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

PREAMBLE: This section outlines the university's responsibilities vis-à-vis affirmative action and equal opportunity. This section appeared in the 1979 Handbook; it has been changed in minor ways several times since, always to reflect current federal statutes and regulations. Unless otherwise noted, the text is as of July 1996. More information may be obtained from the Affirmative Action Office (208-885-4212) or the Human Rights Compliance Office (208-885-6591). [See also 6010 and 3065 B.] [ed. 7-00]

CONTENTS:

A. Statement of Intent on Equal Opportunity
B. Statement of Policy on Equal Employment and Educational Opportunity and Affirmative Action
C. Principles of Equal Employment Opportunity and Affirmative Action
D. Non-Dilution of Standards
E. Statement of Responsibility

A. STATEMENT OF INTENT ON EQUAL OPPORTUNITY. The University of Idaho recognizes that previous discrimination in employment based upon race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, or status as a Vietnam-era veteran has foreclosed economic opportunity to a significant number of people in the United States. To correct this inequity and to afford everyone the opportunity to participate without discrimination, UI pledges to eliminate all vestiges of policy that tended, intentionally or otherwise, to discriminate on the grounds proscribed by federal and state laws and on the basis of sexual orientation and gender identity/expression, in order to eliminate all traces of discrimination, to take affirmative action to recruit, employ, and promote qualified members of those groups formerly excluded.

B. STATEMENT OF POLICY ON EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY AND AFFIRMATIVE ACTION.

B-1. It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, and other federal and state statutes and regulations, and university commitments.

B-2. It is also UI policy not merely to refrain from employment discrimination as required by the various federal and state enactments but to take positive affirmative action to realize full equal employment opportunity for women, ethnic groups, persons with disabilities, and Vietnam-era veterans and to increase substantially the numbers of women and ethnic-group members in positions where traditionally they have not been employed.

C. PRINCIPLES OF EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION. In furtherance of this policy, UI will:

C-1. Recruit, hire, train, and promote people in all job classifications without regard to race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, or status as a Vietnam-era veteran. (An applicant's sex may be a "bona fide occupational qualification," as that term is narrowly construed pursuant to the Civil Rights Act of 1964. Consideration of an applicant's sensory, mental, or physical handicap that would prevent performance of duties essential to a given position is not prohibited.)
C-2. Base employment decisions on the principles of equal opportunity.

C-3. Ensure that promotion decisions are in accord with principles of equal opportunity by imposing only valid requirements for promotional opportunities.

C-4. Ensure that all personnel matters, such as compensation, benefits, transfers, layoffs, returns from layoff, leave, UI-sponsored training, education, tuition assistance, and social and recreational programs, are administered without regard to the factors specified in C-1.

C-5. Ensure that access to and use of facilities are administered without regard to the factors specified in C-1. Such facilities as dormitories, locker rooms, and restrooms must be comparable for both sexes.

C-6. Take affirmative action on behalf of women, ethnic groups, persons with disabilities, and Vietnam-era veterans to eliminate the continuing effects of past discrimination in employment; actively recruit members of these groups for employment; ensure that, in the process of recruitment for and appointment to the work force, no permanent appointment will be made until women, ethnic-group members, persons with disabilities, and Vietnam-era veterans have been sought out and encouraged to apply; and develop a work force that reflects a distribution of women and ethnic-group members consistent with the availability of such persons within the appropriate labor market. [ed. 7-00]

C-7. Provide prompt, fair, and impartial consideration of all complaints of discrimination arising in UI.

C-8. Identify and analyze problems inherent in employment of women, ethnic-group members, and persons with disabilities, and establish result-oriented procedures (including numerical goals when appropriate) for the elimination of such deficiencies; provide a detailed program indicating specific steps toward these ends and timetables for the prompt achievement of the goals in accordance with the spirit of the law; and take affirmative action to eliminate problems and to achieve the goals (“goals” are defined by federal higher education guidelines as “not rigid and inflexible quotas which must be met, but . . . targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work”).

C-9. Provide reports on the affirmative action program to the appropriate federal and state agencies and to the university community.

D. NON-DILUTION OF STANDARDS. Nothing in this policy requires UI to eliminate or dilute standards that are necessary to the successful performance of its educational and research functions. The affirmative action concept does not require that UI employ or promote any person who is less qualified than another person with whom he or she is competing for a particular position or promotion. The concept does require, however, that any standards or criteria that have had the effect of excluding women, minorities, or persons with disabilities be eliminated, unless UI can demonstrate that such criteria are conditions of successful performance in the particular position involved.

E. STATEMENT OF RESPONSIBILITY.

E-1. Authority and responsibility for implementing, maintaining, and monitoring affirmative action and equal opportunity at UI lie primarily with the president and the affirmative action officer.

E-2. Although the president exercises, in consultation with the affirmative action officer, ultimate authority and responsibility for affirmative action and equal opportunity at UI, the provost and vice presidents are responsible for monitoring and controlling activities within their respective areas of responsibility to ensure full implementation of this policy and program. Deans, directors, departmental administrators, and other officers are similarly responsible within their areas of jurisdiction.

E-3. The Affirmative Action Committee [see 1640.10] has the major faculty responsibility for monitoring and
advancing the affirmative action and equal opportunity programs at UI. The committee works closely with
administrative officers and attempts to identify relevant rules and regulations pertaining to specific affirmative action
and equal opportunity problems at UI and periodically reports on its activities to the Faculty Council. In areas in
which it appears that discretion is permitted in the implementation, application, or operation of a specific program, the
committee makes appropriate recommendations to the Faculty Council. [ed. 7-00]

E-4. Finally, it is the responsibility of each and every member of the academic community to assist in achieving the
aims of this policy and to make equal opportunity a functioning condition of life at UI.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)
[1/08]

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

Chapter & Title: FSH 3050 – Position Description & FSH 3140 (incorporated into 3050)
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): Subcommittees of Faculty Affairs formed to review P&T Process since 2006
(See FSH 1460 C)

Policy Sponsor: (If different than originator.) __ Faculty Affairs - Don Crowley 12/5/08

Reviewed by General Counsel _x__Yes ____No  Name & Date: __Hoey Graham, 12/5/08

I. Policy/Procedure Statement: Briefly explain the purpose of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Changes to this policy began in 2006 with the formation of a sub-committee of Faculty Affairs to review and clarify current P&T processes. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Faculty_Affairs_P&T_Subcommittee.htm for all records of this sub-committee. Then in 2007-08 a second sub-committee was formed at the recommendation of the first sub-committee to review policy and a request to simplify the forms by the Provost, to also include interdisciplinary activities, tie AE to PD, connect to Strategic Action Plan goals. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Fac_Affairs_Subcommittee_PDAE.htm for records of this sub-committee’s work.
FSH 3140 Performance Expectations is closely related to one’s position description as such 3140 was incorporated into FSH 3050 – Position Description.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?
Many discrepancies were found in policy, forms and policy were inconsistent, unclear processes, process changes.

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

IV. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
FSH 1565, 3320, 3520, 3560, 3570, 3420 & 3140

V. 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 # __UP-09-024__
Date Rec.: __12/5/08___
Posted: t-sheet __12/16/08___
h/c ___________

Register: ______________
(Office Use Only)

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

FSH
Appr. ________________
FC ________________
GFM ________________
Pres./Prov. ___________

APM
F&A Appr. ________________
[Office Use Only]
UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2008

3050

POSITION DESCRIPTIONS

PREAMBLE: This section describes the creation and use of position descriptions that define responsibilities for faculty and staff positions. See also section 3140, “Performance Expectations of Faculty.” This section was original to the 1979 Handbook; it has been editorially revised at intervals. In July 1998 the year covered by a position description was changed from an academic year to a calendar year. In July 2001 section B underwent some clarifying changes while the form itself underwent extensive revisions. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as to align the form with the Strategic Action Plan. In 2008 the form was revised to better integrate faculty interdisciplinary activities (including ensuring communication among all parties and eliminating the need to obtain multiple signatures) and FSH 3140 was incorporated into this policy section. Further information may be obtained from the Provost’s Office (208-885-6448), the Office of the Faculty Secretary (208-885-6151), or Human Resources (208-885-3609). [rev. 7-98, 7-01, 7-07, ed. 12-06]

A. GENERAL. The position description establishes each faculty member’s specific responsibilities. Each position description serves a variety of important functions; in particular, it serves as the essential frame of reference in annual performance evaluation of faculty members [see 3320.43], and consideration of faculty members for tenure and promotion [see 3520 and 3560]. [rev. 7-98, ed. 7-00, 7-02]

B. PERFORMANCE EXPECTATIONS. Expectations designated for individual faculty members to achieve tenure or promotion in rank or satisfactory performance evaluation must be compatible with the criteria of the department or other unit concerned. Each faculty member is to be advised of these expectations in writing by the departmental or unit administrator at the time of appointment.

B-1. Each department or unit shall determine the faculty roles and how much value or weight is to be assigned to each of these roles. These determinations shall be documented in the department’s or unit’s by-laws. Each document shall be reviewed and approved by the college faculty or a committee of the college faculty. Expectations are specified in the current faculty position description and are the basis for the annual performance evaluation. Expectations must not be greater than those that can be reasonably supported in the department or unit by providing sufficient time and resources. Expectations are specified in the current faculty position description and are the basis for the annual performance evaluation.

B-2. Except by written agreement between the faculty member and the appropriate administrator, expectations for individual faculty members are in effect for a period of one calendar year.

C.C. PROCEDURE.

C-1. During the fall semester, (as The calendar year position description is recorded on the form appended to this section with a due date established by the provost) each faculty member’s calendar-year position description is recorded on a form that provides for the classification of responsibilities in conformity with the statewide reporting system. A copy of this form is appended to this section. [rev. 7-98, 1-08, ed. 7-01]

C-2. The form should be filled out in collaboration with the unit administrator. Faculty members involved in interdisciplinary activities should check the box on the position description form and attach a narrative explaining their activities and listing units and members involved. For faculty involved in interdisciplinary activities or with centers, the unit administrator is to solicit comments regarding the content of the form and position description form, and discuss this with, all interdisciplinary/center administrator(s) listed on the faculty member's narrative attached to the form. The form is then to be signed by the faculty member, approved by the unit administrator, approved by the dean, and sent to the Provost’s Office. [rev. 7-01, 7-02, 1-08]

C-3. Any change in duties or responsibilities that represents a significant departure from the position description is permitted only with the written consent of the faculty member and administrator involved. A revised position description should be filed in this event.
C-4. When the faculty audit personnel activity report form (PAR) (see APM 45.09) is completed in the spring, the unit administrator should compare the data obtained for each faculty member with the corresponding position description. Perfect agreement between the position description and the record of actual performance is not necessarily expected, but it is desirable that any discrepancy between them be as small as is feasible. [ed: 7-01]

(Form follows on the next pages.)
PERFORMANCE EXPECTATIONS FOR FACULTY

PREAMBLE: This section outlines performance expectations of faculty with respect to tenure and promotion. This section was new to the Handbook in July, 1982, and remained unchanged until July 1998 and again in July 2003 when it was revised to give greater prominence to annual position descriptions as the embodiment, so to speak, of performance expectations for faculty and to bring it in line with other Handbook revisions. For further information, contact the Provost's Office (208-885-6448). [rev. 7-98, 7-03]

A. POLICY. Expectations designated for individual faculty members to achieve tenure or promotion in rank or satisfactory performance evaluation must be compatible with the criteria of the department or other unit concerned. Each faculty member is advised of these expectations in writing [see 3320] by the departmental or unit administrator at the time of appointment. [rev. 7-02, 03]

B. PROCEDURES.

B-1. Each department or unit shall determine the faculty roles and how much value or weight is to be assigned to each of these roles. These determinations shall be documented in the department’s or unit’s by-laws. Each document shall be reviewed and approved by the college faculty or a committee of the college faculty. [add. 7-03].

B-2. Except by written agreement between the faculty member and the appropriate administrator, expectations for individual faculty members are in effect for a period of one year. [ed. 7-02, 03, renumbered 03]

B-3. Any change in duties or responsibilities that represents a significant departure from the position description is permitted only with the written consent of the faculty member and administrator involved. A revised position description should be filed in this event. [rev. 7-98, 7-03]

B-4. Expectations must not be greater than those that can be reasonably supported in the department or unit by providing sufficient time and resources. [renumbered 7-03]

B-5. Expectations are specified in the current faculty position description and are the basis for the annual performance evaluation. [rev. 7-98, 7-03, renumbered 7-03]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)

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

Chapter & Title: FSH 3320 – Annual Performance Evaluation

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): Subcommittees of Faculty Affairs formed to review P&T Process since 2006

(See FSH 1460 C)

Telephone & Email: Charles Morrison Chair, charlesm@uidaho.edu

Policy Sponsor: (If different than originator.)

Faculty Affairs - Don Crowley 12/5/08

Telephone & Email: Crowley@uidaho.edu

Reviewed by General Counsel  x  Yes  ___ No  Name & Date:  ____Hoey Graham 12/5/08_____

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

Changes to this policy began in 2006 with the formation of a sub-committee of Faculty Affairs to review and clarify current P&T processes. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Faculty_Affairs_P&T_Subcommittee.htm for all records of this sub-committee. Then in 2007-08 a second sub-committee was formed at the recommendation of the first sub-committee to review policy and a request to simplify the forms by the Provost, to also include interdisciplinary activities, tie AE to PD, connect to Strategic Action Plan goals. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Fac_Affairs_Subcommittee_PDAE.htm for records of this sub-committee’s work.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above? Many discrepancies were found in policy, forms and policy were inconsistent, unclear processes, process changes.

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

none

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

FSH 1565, 3050, 3520, 3560, 3570, 3420, 3140.

V. 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 # __UP-09-024___

Date Rec.: __12/5/08______

Posted: t-sheet _12/16/08__

h/c ___________

web___________

Register:  ______________

(Office Use Only)

Policy Coordinator
Appr. & Date:  

APM
F&A Appr.:  

[Office Use Only]

FSH
Appr. _FCL 12/12/08_
FC _FC-09-069___
GFM
Pres./Prov. __________

[Office Use Only]

FC    _FC-09-069___
GFM   _____________
Pres./Prov. __________

[Office Use Only]
ANNUAL AND PERIODIC PERFORMANCE EVALUATIONS AND SALARY DETERMINATION OF FACULTY MEMBERS

PREAMBLE: This section contains those policies and their attendant procedures for those periodic reviews of performance that affect faculty members and academic administrators. Policies concerning performance evaluation were part of the original 1979 Handbook, but were completely rewritten in July 2002 and further refined in 2003. In July 2007 Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In 2008 this section was again revised to reflect recent changes to the faculty position description and evaluation forms were revised to better integrate faculty interdisciplinary activities. Further information may be obtained from the Provost’s Office (208-885-6448) and the Office of the Faculty Secretary (208-885-6151). [ed. 7-03, rev. 7-07]

CONTENTS:

A. Annual Performance Evaluation and Salary Determination for Faculty Members
B. Performance Below Expectations of Tenured Faculty Members
C. Performance Evaluation of Academic Administrators
D. Sequence of Evaluation of Faculty Members and Administrators.

A. ANNUAL PERFORMANCE EVALUATION AND SALARY DETERMINATION FOR FACULTY MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the appropriate performance of each member of the faculty is, primarily, the responsibility of the faculty member and her/his unit administrator concerned. The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the successive steps. The form to be used, “Annual Performance Evaluation Form 1: Evaluation of Faculty,” is appended to this section. Personnel on international assignment see [See also FSH 3380 C.][rev. 7-03]

a. Forms Distributed. Supplies of the form to be used in the evaluation process are procured by deans and unit administrators. The immediate administrative officer is responsible for ensuring that each faculty member receives the proper form together with a copy of the supplementary instructions. [rev. 7-01]

b. Performance levels in each criterion evaluated are described as follows:

i. Exceptional Performance (5) is extraordinary performance well beyond that required relative to the position description, including full consideration of the unit’s priorities.[rev. 7-02]

ii. Above Expectations (4) represents performance which is better than that expected relative to the position description, including full consideration of the unit’s priorities.[rev. 7-02]

iii. Meets Expectations (3) is the performance expected of a faculty member relative to the position description, including full consideration of the unit’s priorities that can be defined as normative.[rev. 7-02]

iv. Below Expectations (2) denotes performance that is less than that expected of a faculty member relative to the position description (including full consideration of the unit’s priorities) and means improvement is necessary. A rating of this type triggers procedures outlined in 3320 B.[rev. 7-02]

v. Unacceptable Performance (1) is performance that is not acceptable relative to the position description (including full consideration of the unit’s priorities) and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any of the following ways will result in a rating of unacceptable performance: [rev. 7-02]

   a) received a “1” rating the previous period but did not make the improvements required;

   b) consistently violated one or more of the institution’s standards for meeting the expectations of the position; or
c. Annual Report of Efforts and Accomplishments by Faculty Member. Each faculty member shall provide his or her unit administrator with the following materials for use in the annual performance evaluation:

1. Current Curriculum Vitae
2. UI Faculty Position Description for Annual Performance Review
3. Written detailed summary report of Faculty Activity Summary for the period of the Annual Performance Review that compares accomplishments to expectations in the Position Description for the period under review
4. Other materials deemed necessary to document efforts and accomplishments for the period under review. [add. 7-01]

d. Evaluation of Faculty by Unit Administrators. Unit administrators evaluate their faculty members; the performance of each faculty member over the review period covered by the evaluation is judged on the basis of the position description(s) in effect during that period. In the case of faculty members holding joint appointments and/or involved in interdisciplinary activities, as noted in the position description, in two or more academic or administrative units, it is the responsibility of the administrator in the faculty member’s primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member’s work. [See also 3080 E-3.]

Ratings are determined by comparing the faculty member’s performance to the position description, and the weightings set forth in the departmental by-laws approved by the unit members [effective Fall 2003]. The results of the student evaluation of teaching are carefully weighed and used as a factor in this evaluation. For each area of responsibility evaluated, the unit administrator shall describe the basis for conclusion/judgment in assessing the faculty member’s performance.

The ratings and additional comments/narrative as the evaluator deems appropriate are entered as indicated on the form. The annual evaluation score for an individual faculty member in Form 1 relates to the individual faculty member’s performance evaluation relative to his/her position description. The overall unit average is provided to the faculty member upon request so that each faculty member can gauge his/her performance relative to other faculty members within the unit. After the unit administrator has completed ratings and narratives of for all individual written evaluations and ratings of faculty for the annual review period, he or she shall provide the following items to each reviewed individual, as they become available: [rev. 7-03]

1. A copy of the individual’s annual evaluation form and narrative written evaluation and ratings to the faculty member,
2. If requested, comparative information to help assess their performance evaluation and numerical ratings, including, but not limited to:
   (a) Frequency distribution for overall ratings for the unit
   (b) Frequency distribution for overall ratings for the college [rev. 7-97, renumbered and rev. 7-01]

e. Self-Evaluation and Conference. Each faculty member is given an opportunity to use the evaluation form [FSH 3320 Form] and procedure described in A-2 and to make an evaluation of his or her own performance. The unit administrator shall provide each faculty member with the opportunity to meet to discuss the unit administrator’s annual evaluation. (Suitable alternate arrangements are made for off-campus personnel.) The purpose of this meeting is to review and discuss the administrator’s evaluation and the self-evaluation, if any. The unit administrator explains his or her ratings and comments/narrative providing a formative assessment on progress towards tenure, promotion, and/or continued satisfactory performance related to the faculty member’s performance during the year and any revisions in professional goals and objectives for the coming year. The faculty member and the unit administrator work to identify strategies that would help the individual improve his or her performance. The ratings may be modified as a result of the discussion. At the
Conclusion of the review process, for the annual evaluation, each faculty member shall sign the evaluation form indicating that they have had the opportunity to read the evaluation report and to discuss it with the unit administrator. If the faculty member disagrees with the contents of the review, the faculty member shall be permitted to append a report to the unit administrators' evaluation, detailing the nature of the dissent. A copy of the administrator's final evaluation is given to the faculty member. [renumbered and rev. 7-01]

f. College-Level Action. Copies of the performance evaluation materials forwarded by the unit administrator to the appropriate dean(s), for evaluation at the college(s) level, shall include:

- The narrative evaluation on progress towards tenure, promotion, and/or continued satisfactory performance.
- By the unit administrator and any evaluative comments provided by interdisciplinary/administrators or from those administrators of faculty holding joint appointments, a dissent report (if any) by the faculty member, and
- The evaluation form, forwarded to the appropriate dean for evaluation at the college level.

If the narrative evaluation and evaluative comments are not attached, the performance materials will be returned to the department by the college.

If the event of a report of a dissent is filed by the faculty member, it shall be provided to the dean. The dean shall arrange a meeting with the unit administrator and the faculty member to attempt to resolve the relevant issues. The dean enters an evaluation in the space provided on the evaluation form. A copy of that form is given to the faculty member and the original another copy is forwarded to the President's Provost's Office for permanent filing [see FSH 1470 and APM 65.02]. A copy of the original evaluation form is retained in the college office. If the dean concurs with the overall evaluation and rating of the faculty member by the unit administrator, no additional signature is required from the faculty member.

If there are any differences in any rating between the unit administrator and college dean, a narrative prepared by the dean shall be attached stating the reasons for these differences and, however, if the dean's evaluation and rating is different from that of the unit administrator, a second and subsequent signature by the faculty member, acknowledging receipt of the dean's evaluation and rating is required. The original evaluation form and narrative are forwarded to the Provost's Office for permanent filing. If the narrative is not attached, the evaluation form will be returned to the college by the provost. A copy of the evaluation form is retained in the college office. If the faculty member disagrees with the Dean’s evaluation and the difference cannot be resolved at the college level, either party may choose to refer the matter to the University Ombuds (FSH 3820). If the matter remains unresolved at the college level, the Provost shall be notified of the dissent disagreement. [renumbered and rev. 7-01, 12/06]

A-2. SALARY DETERMINATION. This process is carried out at the departmental and higher levels of academic administration. Each year the provost specifies the definitions of the salary-increment categories to be used and prescribes their proportionate distribution. A “Salary Recommendation” form is completed for each faculty member according to the schedule established by the provost. [See also 3380 E and FSH 3420]

a. Departmental Action. The unit administrator enters a recommended salary increment category in the space provided on each salary form. This recommendation will reflect the performance evaluation described in A, relative salary position, and other relevant factors. Special considerations should be noted in the “Comments” section at the bottom of the form or by an accompanying written statement. The unit administrator will submit written justification if his or her assignment of specified salary-increment categories departs substantially from the prescribed distribution. Such justifications are taken into consideration by the dean in arriving at an equitable college-wide distribution among the categories. The unit administrator forwards the Salary Form for each faculty member to the dean, together with a listing of all members of the unit. [ed. 7-01]
b. College Action. Deans, at their discretion, may require administrative officers under their jurisdiction to supplement their salary-increment recommendations by such means as copies of the evaluation form, written statements, or personal conference. The dean enters a recommended salary-increment category in the space provided on each Salary Form. The dean’s distribution of faculty members among the salary categories is guided by the recommended proportions and takes into account possible differences in qualifications and merit among departments, e.g., it may be that the average members of an outstanding department are given consideration equal to that accorded the top members of an average department. When this stage has been completed, the dean meets individually with each unit administrator for review of the dean’s recommendations. The dean forwards the Salary Form for each faculty member to the provost.

c. Presidential Action. Review and action by the provost consists primarily of making adjustments necessary to arrive at an equitable distribution of faculty members among salary-increment categories for UI as a whole. After a recommended salary-increment category has been established at the departmental, collegial, and presidential levels, a copy is sent to the faculty member. The president determines, on the basis of funds available, the salary-increment range applicable to each category.

d. Budget Office Action. The Budget Office provides computer printouts showing current salary and tentative salary for the coming year and sends the appropriate list to each dean.

e. Review and Adjustment. The dean, in consultation with each unit administrator in the college, makes corrections and minor adjustments as necessary to place each faculty member on the proper salary basis within the department. The aggregate of final salary recommendations must fall within the total salary-increase budget established for the college.

f. Final Approval. The provost, after consultation with the deans, approves the corrected lists. When they have been approved by the president and the regents, faculty members are officially notified of their salaries for the coming year and “Salary Agreement” forms [see 3080] are sent to them for completion.

g. Merit-based Salary Increases Not Funded. If, in any year or consecutive preceding years, funding is not provided for merit-based salary increases or funding is only provided for cost-of-living increases, the annual review reports will be retained at the unit level. At such time that merit-based salary increases are available, the recommendation for merit-increases shall be based upon the average scores of the current period and any preceding consecutive periods for which merit-based funding was not provided.

B. PERFORMANCE BELOW EXPECTATIONS OF TENURED FACULTY MEMBERS (See also FSH 3190)

B-1. If the unit administrator determines that a faculty member is performing below expectations, the unit administrator should consider the variety of possible causes, other than mere application of inadequate effort on the faculty member’s part, that might be responsible for the change.

It is not the unit administrator’s role to diagnose the cause of the problem but to suggest sources of appropriate professional help and to encourage the employee to seek such help [http://www.hr.uidaho.edu/default.aspx?pid=70192]. Faculty members and unit administrators may obtain referral information and advice from the University Ombuds and Human Resources. [ed. 12-06]

B-2. FIRST ANNUAL OCCURRENCE.

a. In the event that a faculty member receives an annual evaluation concluding that the faculty member has performed below expectations (2 or lower) within one area of responsibility, the unit administrator will offer to meet with the faculty member to identify the reasons for evaluating the performance as below expectations.*
Section 3320: Annual and Periodic Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

July 2002

(1) The faculty member and the unit administrator will review the current Position Description and examine strategies that would permit the faculty member to improve his or her performance revise it as necessary to address the issues identified during the discussion.

(2) The faculty member and the unit administrator will write a development plan that will assist the faculty member in improving his or her performance to meet expectations.

b. In the event that a faculty member receives an annual evaluation concluding that the faculty member has performed below expectations (2 or below) in the overall score, the unit administrator will offer to meet with the faculty member to identify the reasons for evaluating the performance as below expectations.*

(3)1 The unit administrator will appoint a mentoring committee by selecting three individuals from a list of five faculty members nominated by the faculty member, or if the faculty member makes no nominations, will appoint three faculty members of her/his choosing. The mentoring committee’s purpose is to help the faculty member improve performance. The members of the committee need not be drawn from the same unit as the faculty member. The faculty member or unit administrator may request that the University Ombuds attend this meetings of the mentoring committee and faculty member. [ed. 12-06]

b. In the event that a faculty member receives an overall score of 1, the provost can may determine that further review of a faculty member’s performance is required. This review will be conducted in accordance with the procedures prescribed in 3320 B-4.

*These steps will be taken within sixty days of the annual evaluation.

B-3. TWO CONSECUTIVE ANNUAL ASSESSMENTS OF BELOW EXPECTATIONS. In the event of two consecutive annual evaluations concluding that the faculty member has performed below expectations an overall or within one or more areas of responsibility (an overall summary score of 2 or lower) the unit administrator will arrange a meeting of the faculty member, the unit administrator and the Dean of the College. The faculty member or the unit administrator may request that the University Ombuds attend the meeting. [ed. 12-06]

The intent of the meeting is to review:

a. the current position description and revise it as if necessary to address the issues identified during the discussion.

b. the development plan-strategies implemented in the previous year and to identify why the plan-strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would permit the faculty member to improve his or her performance.

*These steps will be taken within sixty days of the annual evaluation.

B-4. THREE CONSECUTIVE ANNUAL EVALUATION ASSESSMENTS OF BELOW EXPECTATIONS. In the event of three consecutive annual evaluations below expectations overall or within one or more areas of responsibility, or a pattern of below expectations evaluations over five years (an overall summary score of less than 2 or lower), the Dean shall initiate a formal peer review.

a. Composition of the Review Committee. The Review Committee will consist of six (6) members, appointed as follows:

i. The Faculty member will submit to the unit administrator a list of the names of three faculty members from within the unit and three tenured faculty members from outside of the unit. The unit administrator will submit a similar list to the faculty member. From the list given to the faculty member, he/she will
Section 3320: Annual and Periodic Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

July 2002

b. Timing of the Review. The review and recommendation(s) will be completed within sixty days of the annual evaluation.

c. The Review. The purpose of the review is to assess the level of performance of the faculty member and the unit administrator’s evaluation of that performance. To that end, the committee shall assess the reasonableness of the previous evaluations and the appropriateness of the development plans, as well as any material submitted by the faculty member and the unit.

The faculty member and chair will provide the following materials to the committee:

- Updated Curriculum Vitae of the faculty member
- Position Descriptions for the past four years
- Annual evaluation materials submitted by the faculty member for the past three years
- Annual Evaluations of the faculty member by the unit head and the Dean for the past three years
- Student and peer evaluations (if any) of teaching for the past four years
- A self-evaluation of teaching
- A self-assessment summary of what the faculty member has learned and achieved during the past four (4) years, including contributions to the department, university, state, nation, and field (about 2 pages).

The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.

d. Responses to Committee Report. The faculty member, chair, and dean will receive the report and will have fifteen days from the report’s date to submit written responses to the review committee. The review committee will send the report and all responses to the provost.

e. Provost. The Provost will be responsible for determining the appropriate resolution, which may include:

   1) continuing the status quo;
   2) mentoring to address area(s) of concern;
   3) termination for cause;
   4) consideration of other recommended resolution(s).

C. PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS.

C-1. EVALUATION BY FACULTY MEMBERS. Opportunity is provided for an annual performance evaluation of college deans, assistant and associate deans, and administrators of academic departments and other intracollege units by the faculty members of the respective units. The provost sends each faculty member an appropriate number of copies of the form, “Annual Faculty Evaluation of Academic Administrators” [form is appended to this section] to be used for evaluation of the departmental or intracollege-unit administrator, one to be used for evaluation of the dean, and one to be used for evaluation of each assistant or associate dean in the college.

C-2. EVALUATION OF DEPARTMENTAL OR INTRACOLLEGE-UNIT ADMINISTRATORS AND ASSISTANT AND ASSOCIATE DEANS. Completed copies of the form are sent directly to the dean. The dean furnishes the administrator evaluated a summary of the evaluations in such a way that the confidentiality of individual evaluations is preserved. The dean may arrange conferences with the administrator to discuss the
evaluation. After these steps have been completed, individual faculty members’ evaluations are destroyed by the dean and the written summary is filed in the dean’s office.

C-3. EVALUATIONS OF DEANS. Completed copies of the evaluation form are sent directly to the provost. The provost furnishes each dean evaluated a summary of the evaluations in such a way that the confidentiality of individual evaluations is preserved and confers with the dean about the evaluation. After these steps have been completed, individual faculty members’ evaluations are destroyed by the provost and the written summary is filed in the Office of Academic Affairs.

D. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. It will provide that faculty members’ evaluations of departmental or intracollege-unit administrators and assistant and associate deans are in the hands of the dean before the administrators’ recommendations on salary, promotion, and tenure are made known to the faculty and, similarly, that faculty members’ evaluations of deans are in the hands of the provost before the deans’ recommendations on salary, promotion, and tenure are made known to the faculty. Conversely, the summaries of faculty evaluations of departmental or intracollege-unit administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on salary, promotion, and tenure have been transmitted to the provost.

(Forms on next five pages)
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)

[1/08]

French-Staff Handbook [FSH] □ Addition ☑ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH 3420 – Faculty Salaries
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): Subcommittees of Faculty Affairs formed to review P&T Process since 2006
(please see FSH 1460 C)
Name Date

Charles Morrison Chair, charlesm@uidaho.edu

Policy Sponsor: (If different than originator.)
Faculty Affairs - Dan Crowley 12/5/08
Name Date

Telephone & Email: Crowley@uidaho.edu

Reviewed by General Counsel  Yes No Name & Date: Hoey Graham 12/5/08

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

Changes to this policy came about when FSH 3320 was revised to address the findings of the subcommittee of Faculty Affairs review of current P&T processes. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Faculty_Affairs_P&T_Subcommittee.htm for all records of this sub-committee. Then in 2007-08 a second sub-committee was formed at the recommendation of the first sub-committee to review policy and a request to simplify the forms by the Provost, to also include interdisciplinary activities, tie AE to PD, connect to Strategic Action Plan goals. See http://www.webs.uidaho.edu/facultycouncil/CommitteeWebPages/Agenda_Minutes_Fac_Affairs_Subcommittee_PDAE.htm for records of this sub-committee’s work.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?

It was discovered that FSH 3320 A-2 a-f was a duplicate of FSH 3420 B-1 through B-6. It is recommended that FSH 3320 A-2 a-g be deleted but add “g” to 3420 as B-7.

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

none

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

FSH 1565, 3320, 3520, 3560, 3570, 3050, 3140.

V. 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 # __UP-09-026___
Date Rec.: __12/5/08____
Posted: t-sheet __12/16/08___
h/e ___________
web ___________
Register: ______________
(Office Use Only)
3420

FACULTY SALARIES

PREAMBLE: This section describes the procedures used to determine faculty salaries, including salaries for summer session, salaries for other teaching activities not covered by the basic appointment, and additional compensation for administrative appointments. Cf. RGP II.G.

NOTE: It is the Regents' policy to define "faculty" for purposes of salary and other reporting purposes as follows: "Faculty" includes all persons whose specific assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold the academic rank/titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. This category also includes deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Not included are teaching or research assistants or medical interns or residents. The material in this section was all an original part of the 1979 Handbook. Revisions since that time have varied from major (2002) to minor (1988); with regard to subsection B-2 it is worth noting that the caveat that UI's salary-adjustment guidelines are constrained by legislative and regents' actions was added in June 1988, while F-1 was modified slightly at the same time so as to clarify the regents' intentions concerning payments for work done above and beyond regular duties. Unless otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, 7-02]

CONTENTS:
A. Salary Adjustment Guidelines
B. Salary Determination

A. FACULTY SALARY-ADJUSTMENT GUIDELINES.

NOTE: When the faculty established these guidelines in the late 1960s, it intended that the salary-adjustment process (see 3420) be implemented using these principles as guidelines within constraints that may be imposed by the legislature or the regents. [ed. 7-02]

A-1. SALARY ADJUSTMENTS. Factors to be considered in recommending salary adjustments are:

a. Cost of Living. First consideration is given to cost-of-living adjustments for all faculty members. This adjustment should be a uniform percentage of the salary of each faculty member at a given salary level, but need not be the same percentage at all salary levels.

b. Promotions, Inequities, and Special Situations. Second consideration is given to: (a) adjustment of inequities, and (b) providing for special situations.

c. Incentive. Third consideration is given to providing an increment, in addition to the authorized cost-of-living adjustment, as an encouragement to those whose service has been sufficiently deserving. Departmental administrators and deans, in consultation with their faculties, may establish criteria for this level of salary increase and may establish two subcategories within it.

d. Outstanding Performance. Final consideration is given to rewarding those whose performance is recognized by virtually all observers as exceptional. Subject to budgetary constraints and applicable presidential directives, departmental administrators and deans may determine the size of such increments.

A-2. SALARY MODEL. Each year the budget office issues Salary Guidelines, which provide information on how to apply the University’s Salary Model given the fiscal issues relevant to the upcoming fiscal year. The Salary Model is maintained by the office of institutional research & assessment planning and budget and can be read at http://www.webs.uidaho.edu/ira/http://www.webs.uidaho.edu/psb/salarymodel.htm [ed. 7-07]

A-3. CONSULTATION PROCEDURES.

a. In matters of salary adjustments, the primary role of the Faculty Council’s Institutional Planning and Budget Advisory Committee is to participate in the determination of the total amount of money to be made available for these adjustments. In applying these guidelines, the provost should work closely with the Faculty Affairs Committee and the Council of Academic Deans.
b. The Faculty Council is keenly interested in salary-adjustment matters and expects that, when they are being considered by the Faculty Affairs Committee, the chair of that committee will keep the council informed of the committee’s recommendations so that the Institutional Planning and Budget Advisory Committee may, in turn, be informed of the manner in which the guidelines are being applied.

c. A faculty member who believes that his or her salary is not equitable may grieve the salary recommendation through the Faculty Appeals Hearing Board, 3840.

B. SALARY DETERMINATION. This process is carried out at the departmental and higher levels of academic administration. Each year the provost specifies the definitions of the salary-increment categories to be used and prescribes their proportionate distribution. A “Salary Recommendation” form is completed for each faculty member according to the schedule established by the provost. [See also 3380 E and 3420.]

B-1. Departmental Action. The departmental unit administrator enters a recommended salary-increment category in the space provided on each salary Form 5. This recommendation will reflect the performance evaluation described in A, relative salary position, and other relevant factors. Special considerations should be noted in the “Comments” section at the bottom of the form or by an accompanying written statement. The departmental unit administrator will submit written justification if his or her assignment of specified salary-increment categories departs substantially from the prescribed distribution. Such justifications are taken into consideration by the dean in arriving at an equitable college-wide distribution among the categories. The departmental unit administrator forwards the salary Form 5 for each faculty member to the dean, together with a listing of all members of the unit.

B-2. College Action. Deans, at their discretion, may require administrative officers under their jurisdiction to supplement their salary-increment recommendations by such means as copies of the evaluation forms, written statements, or personal conference. The dean enters a recommended salary-increment category in the space provided on each salary Form 5. The dean’s distribution of faculty members among the salary categories is guided by the recommended proportions and takes into account possible differences in qualifications and merit among departments; e.g., it may be that the average members of an outstanding department are given consideration equal to that accorded the top members of an average department. When this stage has been completed, the dean meets individually with each departmental unit administrator for review of the dean’s recommendations. The dean forwards the salary Form 5 for each faculty member to the provost.

B-3. Presidential Action. Review and action by the provost consists primarily of making adjustments necessary to arrive at an equitable distribution of faculty members among salary-increment categories for UI as a whole. After a recommended salary-increment category has been established at the departmental, college, and presidential levels, a copy is sent to the faculty member. The president determines, on the basis of funds available, the salary-increment range applicable to each category.

B-4. Budget Office Action. The Budget Office provides computer printouts showing current salary and tentative salary for the coming year and sends the appropriate list to each dean.

B-5. Review and Adjustment. The dean, in consultation with each departmental unit administrator in the college, makes corrections and minor adjustments as necessary to place each faculty member on the proper salary basis within the department. The aggregate of final salary recommendations must fall within the total salary-increase budget established for the college.

B-6. Final Approval. The provost, after consultation with the deans, approves the corrected lists. When they have been approved by the president and the regents, faculty members are officially notified of their salaries for the coming year and “Salary Agreement” forms [see 3080 E-2] are sent to them for completion.

B-7. Merit-based Salary Increases Not Funded. If, in any year or consecutive preceding years, funding is not provided for merit-based salary increases or funding is only provided for cost-of-living increases, the annual review reports will be retained at the unit level. At such time as merit-based salary increases are available, the recommendation for merit increases shall be based upon the average scores of the current period and any preceding consecutive periods for which merit-based funding was not provided. [add, 7-01]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)

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

Chapter & Title: 3360 PROBATION, PROMOTION, DEMOTION, AND TRANSFER OF CLASSIFIED EMPLOYEES

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): Melissa DiNoto  2/20/09 & 3/24/09
 (Please see FSH 1460 C)

 Policy Sponsor: (If different than originator.) Mike Jolly, April Preston  2/20/09 & 3/24/09

 Reviewed by General Counsel  _X__ Yes ___No  Name & Date: _Hoey Graham, 3/23/09 & 3/24/09__

I. Policy/Procedure Statement: Briefly explain the purpose of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. Ensure the procedures in FSH 3360 and APM 50.15 are in alignment with each other.

II. Reason/Rationale: Reason this addition, revision, and/or deletion is necessary, if different than above?
Since APM 50.15 and 3360 currently contradict each other yet are similar, it was decided to incorporate 50.15 into 3360 (deleting 50.15) to avoid similar policies in two different places.

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

IV. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
APM 50.15. The language being added to FSH 3360 also comes from APM 50.15.

V. 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: _ Reviewed by HR, General Counsel, aprr. 3/24/09 sent to Staff Affairs  3/24/09

Policy Coordinator
Appr. & Date:  3/24/09
[Office Use Only]

FSH
Appr. __________
FC __FC-09-074__
GFM __________
Pres./Prov. __________
[Office Use Only]

Track # _UP-09-037_
Date Rec.: _2-23-09_
Posted: t-sheet __2/23/09__
  h/c __________ web __________
Register:
(Office Use Only)

APM
F&A Appr.: __________
[Office Use Only]
CHAPTER THREE: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

PROBATION, PROMOTION, DEMOTION, AND TRANSFER OF CLASSIFIED EMPLOYEES

PREAMBLE: An original part of the 1979 Handbook, this section underwent a full revision in 2003 to bring it in line with Regents policy. For further information, contact Human Resources (208-885-3638). [ed 7-97, 7-03]

CONTENTS:
A. Definitions
   BA. Probationary Period
   CB. Promotion
   DC. Demotion
   ED. Transfer

A. DEFINITIONS.

A-1. Certified Status. In this section and related policy statements, reference to “certified status” means that the employee has successfully completed the probationary period.

A-2. Demotion. Reassignment of an employee from his or her present position to one that is in a lower pay grade and in which the employee has previously held certified status or for which he or she has the minimum qualifications.

A-3. Probation. A working test period to provide unit administrators with an opportunity to evaluate a person’s work performance and suitability for the position. The probationary period for classified employees beginning a new position is six months.

A-4. Promotion. A promotion is a career opportunity that involves greater responsibilities, and may also involve an increase in salary and a change in title. Promotions are intended to be non-interim, are not intended to be used where duties are changed on a temporary basis. A promotion is distinct from a reclassification in that it moves the employee into a different position, retaining little, if any, of the responsibilities of his or her previous position, as long as the employee meets the minimum qualifications of the position.

A-5. Reclassification. An employee retains the majority of his/her original responsibilities while accepting duties requiring a higher level of knowledge, skills or abilities.

A-6. Transfer. An opportunity for an employee to move into a different unit at the university with the same classification and title.

AB. PROBATIONARY PERIOD.

AB-1. Each employee, following initial appointment or promotion to a classified position, must successfully complete a probationary period of at least six full months. The probationary period in a given class must be completed within a single department and not be interrupted by resignation or dismissal. An employee who has been separated during the probationary period, other than by “layoff” [see 3930 B], must begin a new probationary period upon being rehired or promoted to that class. [ed. 7-03]

AB-2. The probationary period serves as a working test period and provides the appointee's department administrator an opportunity to evaluate the person's work performance and suitability for the position. The unit administrator must be encouraged to complete an employee performance development plan.
available on the Human Resource Development website at www.hr.uidaho.edu/hrd, and a 3-month and 6-month evaluation using the “Staff Personnel Evaluation” form [see 3340] available on the HR website at www.hr.uidaho.edu/hrs. The 6-month evaluation must be completed, discussed with the probationary employee, and reviewed by the second-level supervisor before the probationary period ends. A probationary employee may be dismissed or returned to his or her former classification, without cause being assigned, upon the recommendation of the department, unit administrator at any time before the completion of the probationary period with prior approval of the assistant vice president-executive director for human resources or designee. Normally, a probationary employee whose appointment is to be terminated will be given two weeks' notice. Dismissal under these circumstances is not a basis for recourse to the grievance procedures described in 3860. [rev. 7-02, 7-03]

A-3. In this section and related policy statements, reference to “certified status” denotes that the employee concerned has successfully completed the probationary period. [ed. 7-02]

BC. PROMOTION.

B-1. A promotion is a career opportunity that involves greater responsibilities, and may also involve an increase in salary and a change in title. Promotions are intended to be non-interim. [rev. 7-03]

C-1. An employee may be considered for the promotion on the basis of his or her past record, length of service, performance in the present position, and qualification to perform the duties of the higher position. [See also 3380D.]

C-2. A supervisor may wish to promote an employee into a vacant position in the unit if the employee has demonstrated exceptional competency and skill for that position. In other circumstances, a supervisor may wish to assign additional, higher-level responsibilities to an employee as a result of an internal reorganization or change in workflow in the unit. In either case,

BC-22. A promotion may occur in a unit that has a vacancy or is undergoing reorganization. In this case, an explanation of the office or unit changes and the reasons why the employee is qualified for the promotion is necessary.

C-4. If the employee is promoted into a classification for which he or she is not certified, a 6-month probationary period is required (see FSH 3360, AB-1). [rev. 7-03]

BC-5. When there is more than one internal candidate employee within the unit who meets the minimum qualifications for the position within the unit, the hiring unit administrator must, at a minimum, conduct a UI-only search to document the candidate’s qualifications and identify the most qualified individual. The hiring administrator must send an email to the Human Rights Compliance Officer (HRCO) at hrco@uidaho.edu requesting a UI-only search stating that there is one promotional opportunity and more than one qualified internal candidate, document the qualifications of each employee using the Internal Promotion Form available at www.uidaho.edu/hrs. This form must be submitted to Employment Services for review prior to offering the position. a. Send a completed and approved Position Authorization Form and a memo of justification to the director of Employment Services stating the name of the employee considered for promotion, an explanation of the office or unit changes, and the reasons why the employee is qualified for the promotion. Include the employee’s current job description, the new job description and the employee’s resume with the documentation.

C-6. Process. B-3. The Human Rights Compliance Officer (HRCO) is the approving authority for all promotions of classified employees. [add. 7-03]

B-4. To ensure compliance with the University of Idaho’s equal opportunity policy, a UI-only search may be required (see FSH 3065). [add. 7-03]

B-5. Salary recommendations for a promotion made by the hiring authority must be reviewed and approved by HR. HR will compare the market value of the position and the salaries of similar positions at the
University, and where appropriate, the salary of similar positions at peer institutions, prior to a final salary recommendation. [add. 7-03]

**B-6. a.** To promote an employee, the hiring authority or designee must take the following steps: [add. 7-03] unit follows all affirmative action and equal employment opportunity policies by posting the position in the Applicant Tracking System (ATS) and evaluating the applicants. The employee applies for the position using the ATS. See APM 50.02.

**B-5b.** Exceptions to posting internal promotional opportunities require the review and approval of the Human Rights Compliance Officer. The unit administrator must e-mail the Human Rights Compliance Officer at HRCO@uidaho.edu to request an internal promotion, stating the justification for waiver of a search. The unit must provide:

1) A current Results Oriented Job Description (ROJD), reviewed and approved by the classification and compensation analyst in Human Resources;
2) A resume from the promotion candidate;
3) The plans for the "to be vacant" position;
4) A salary recommendation (optional).

**B-6.** The unit must complete a standard Position Authorization Form, which must then be processed through regular approval channels. This includes any processes unique to the unit.

**B-7.** The Human Rights Compliance Officer (HRCO) or designee will review and provide a written response to the request for promotion. The unit CANNOT offer the position until it receives approval from the HRCO. For additional information call (208) 885-4212.

- **a.** Send a completed and approved Position Authorization Form and a memo of justification to the director of Employment Services stating the name of the employee considered for promotion, an explanation of the office or unit changes, and the reasons why the employee is qualified for the promotion. Include the employee's current job description, the new job description and the employee's resume with the documentation. [add. 7-03]
- **b.** Employment Services will review the promotional job description for the responsibilities, job title and salary range and review the individual's minimum qualifications with the minimum qualifications stated in the job description. [add. 7-03]
- **c.** Employment Services will communicate to the hiring authority the results of the review. [add. 7-03]

**B-7.** When there is more than one employee within the unit who meets minimum qualifications of the position, the unit administrator must document the qualifications of each employee using the Internal Promotion Form available at www.uidaho.edu/hrs. This form must be submitted to Employment Services for review prior to offering the position. [add. 7-03]

**CD. DEMOTION.**

**C-1.** Demotion is the reassignment of an employee from his or her present position to one that is in a lower pay grade and in which the employee has previously held certified status or for which he or she has the minimum qualifications—[ed. 7-02]

**CD-21.** An employee may be demoted, subject to the approval of the department/unit administrator and the assistant vice president/executive director for human resources or designee. The department/unit administrator may recommend the demotion of an employee for any of the following reasons: [ed. 7-02]

- **a.** The reallocation or reclassification of a class or position to a lower pay grade.
b. The elimination of the employee's position because of lack of work or lack of funds.

c. Expiration of a temporary promotional assignment. [add. 7-03]

d. The failure of the employee to complete successfully the probationary requirements of a higher position.

e. Disciplinary action for causes stated in 3930 C-1 but not of a degree of severity that would warrant suspension or dismissal.

f. At the request of the employee. [rev. 7-02]

CD-3. Procedure. A department/unit administrator's recommendation that an employee be demoted is submitted through the dean or equivalent administrator. Concurrently, written notice is given to the employee and to the assistant vice president/executive director for human resources or designee. An employee with certified status must be given notice of demotion at least 15 calendar days before its effective date and must be given the reasons for the demotion. [ed. 7-03]

DC-4. Effect of Demotion on Salary. When an employee is demoted, his or her salary is reduced to a step in the lower pay grade as recommended by the department/unit administrator and the assistant vice president/executive director for human resources or designee. If demotion is due to failure to complete successfully the probationary requirements of the higher position, to which he or she had been provisionally promoted, the salary after demotion will normally coincide with the salary the employee was receiving before promotion. [ed. 7-02]

DE. TRANSFER.

DE-1. An employee may voluntarily transfer from one unit to another in the exact same title and pay grade. An employee who wishes to be transferred should make a written request to his or her department/unit administrator and Employment Services. UI may involuntarily transfer an employee may also be transferred by the UI as long as there is no loss of compensation. [rev. 7-02, 7-03]

DE-2. An employee requesting transfer between departments/units must complete application materials through Employment Services in HR before a transfer request will be considered. [rev. 7-03]

DE-3. An employee-requested transfer between departments/units also requires the written approval of the department/unit administrators concerned, the employee involved, and the director of employment services. [add. 7-03]

DE-4. A transfer is made without reduction in rate of pay/hourly wage unless such reduction is agreed to by the employee and the department/unit administrator. [ed. 7-02, renumbered 7-03]

DE-5. The transfer of an employee does not affect his or her prior earned credited state service. However, the transfer may affect the employee's leave accrual rate, which is based on years of service, hours worked, and percentage of appointment. [rev. 7-02,7-03, renumbered 7-03]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions.)

[9/08]

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

Chapter & Title: 4130 Standard Course Numbers

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): Charles Tibbals 4/1/09
Name Date
Telephone & Email: 885-9222 ctibbals@uidaho.edu

Policy Sponsor: Nancy Krogh 4/1/09
Name Date
Telephone & Email: 885-2020 nkrogh@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Sharyl Kammerzell 4/02/09

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

The purpose of this change is to update the FSH to meet comply with the Office of the Registrar’s request to the University Curriculum Committee (UCC) to stop the cross- and joint-listing of the standard course numbers to existing University of Idaho courses without UCC’s approval.

II. Reason/Rationale:

Reason this addition, revision, and/or deletion is necessary, if different than above?

The Office of the Registrar has requested that the University Curriculum Committee consider a request to prevent departments from cross and joint-listing the standard course numbers to existing University of Idaho courses without UCC’s approval. Normally any request to cross or joint-list a course has to be approved by a College Curriculum Committee, UCC, and finally the General Faculty via a General Curriculum Report. The practice of cross- and joint-listing of the standard course numbers has not required any committee’s approval and hence is not subject to the appropriate faculty review. This practice has lead to some issues such as: students completing the cross-listed standard course number courses and having it not satisfy university requirements for graduation and students not being charged any special course fees if the standard course numbered course is cross- or joint-listed to a course that has special course fees.

III. Fiscal Impact:

What fiscal impact, if any, will this addition, revision, or deletion have? None

IV. Related Policies/Procedures:

Describe other policies or procedures existing that are related or similar to this proposed change. None

V. 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. May 11th, 2009

If not a minor amendment forward to: University Curriculum Committee

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

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

FSH
Appr. FC FC-09-075
GFM Pres./Prov.

Track #: _UP-09-042____
Date Rec.: 4/3/09
Posted: t-sheet 4/3/09
h/c __________ web __________
Register: [Office Use Only]
STANDARD COURSE NUMBERS

PREAMBLE: This section describes certain standard course numbers which may be used in any subject field. This section appeared in the 1979 Handbook; in February, 1991, clarification concerning expanded course titles was added and in July, 1994 common internship numbers were specified (as well as the possibility of grading internships on a pass/fail basis) in 2004 the addition of 600-level courses were created specifically for doctoral students, definitions were added under C-3 and a new paragraph was added C-7, the possibilities of cross-listing special topics and directed studies courses were clarified July 2005. Unless otherwise noted, the text is as of July 1996. For further information, contact the Registrar's Office (885-6731). [rev. 7/04, 7-05].

A. STANDARD COURSE NUMBERS. University-wide standard numbers have been established for certain categories of courses. These courses need not be listed in a subject-field section in the catalog. They may be offered and listed in the Time Class Schedule whenever they are needed. Catalog course numbers are assigned by the Office of the Registrar at the time of approval by the University Curriculum Committee. Other courses to which these numbers have been assigned should be renumbered as soon as practicable.

B. AUTHORIZED COMBINATIONS OF STANDARD COURSE NUMBERS AND TITLES. The following course numbers and titles are authorized: 200, 400, 501, 601 Seminar; 203, 403, 503, 603 Workshop; 204, 404, 504, 604 Special Topics; 405, 505, 605 Professional Development; 500, 506 Study Abroad; 298, 398, 498, 598, 698 Internship; 299, 499, 502, 602 Directed Study; Optional 400s number Practicum in Tutoring; 500 Master's Research and Thesis; 597 Graduate Practicum; 599 Non-thesis Master's Research; 600 Doctoral Research and Dissertation. (Courses in this group that are appropriate to the College of Law are assigned analogous numbers in the 800s and 900s.) [rev. 7-04]

C. CONDITIONS.

C-1. Authorized Fields. With the exception of Practicum in Tutoring, the undergraduate-level standard courses may be offered in any subject field, excluding those approved for graduate degrees only. Practicum in Tutoring may be offered in subject fields in which a bachelor's degree has been approved. Courses 501, 502, 503, 504, 505, 506 may be offered in subject fields in which graduate-level courses or degrees have been approved. Courses 597, 598, 599 may be offered in subject fields in which a graduate degree has been approved. Course 500 must be offered in, and only in, those subject fields in which a thesis master's degree has been approved. Course 600 must be offered in, and only in, those subject fields in which the Ph.D. or Ed.D. degree has been approved. Courses 601, 602, 603, 604, 605, 698 must be offered in, and only in, those subject fields in which doctoral-level programs are offered. [rev. 7-04]

C-2. Expanded Titles and Descriptions. All of the foregoing titles, except for 500, 600, and Practicum in Tutoring, may be expanded (in the nature of subtitles) to indicate the subject more specifically. This possibility is indicated by the symbol “(s)” between the number and the title in the catalog entry. If more than one such specific topic is to be offered, they will be listed in the Time Schedule as separate sections. Also, special conditions or restrictions may be added to the course description. Illustrative catalog entry: MusH 400 (s) Seminar (cr arr); Illustrative Time Schedule entries: MusH 400 Lec 01 Seminar (cr arr); MusH 400 Lec 02 Seminar in Ethnomusicology (3 cr); MusH 400 Lec 03 Seminar in Medieval Music (1-3 cr). [rev. 7-04]

C-3. Credits. All of these courses, except Practicum in Tutoring, may be offered on a variable-credit basis (cr arr). Practicum in Tutoring is to be offered for one credit and may be repeated once (1 cr, max 2).

Directed Study: One-on-one method of delivering specially designed content to a student outside of the normal classroom environment. A specific directed study course can be offered only once and is not intended for repetition in subsequent semesters. Directed study courses should not duplicate an existing
course.

Internship: Supervised practical experience related to a student’s major.

Practicum: Course of study that involves the supervised application of previously studied theory.

Practicum in Tutoring: Tutorial services performed by advanced students under faculty supervision.

Professional Development: A professional activity designed to provide information or skills, which have practical value. Usually developed to meet the needs of a particular group of practitioners.

Research: Supervised collection of information about a particular subject.

Seminar: A course offered to a group of advanced students studying under a professor with each doing in-depth study and discussion of the course material with the professor and other students.

Special Topic: Extended discussion on a topic or subject area not covered in an existing course offering. Topic may not be offered more than twice under this course number, and cannot be cross- or joint-listed with more than two subject areas. [rev. 7-05].

Workshop: A usually brief, intensive course for a relatively small group of students that focuses on techniques and skills in a particular field.

C-4. Prerequisites. Prerequisites are not usually listed for courses 500. Courses in the 600-series are intended for doctoral students only and will carry a system-enforced prerequisite of enrollment in a doctoral program (Ph.D., Ed.D.). The catalog entry for 206, 406, 506 is “Prereq: perm of dept.” For all other standard courses, the catalog entry is “Prereq: perm.” [rev. 7-04]

C-5. Grading. Seminars, workshops, directed studies, Practicum in Tutoring, and internships may be graded on the P/F basis or normal mode.

C-6. Limitations. A separate special-topics course should not be offered under the number 204, 404, 504, or 604 more than twice; after the second offering, it should be assigned its own number, title, and description so that with few exceptions the official descriptions of courses students take will be in the catalog. Use 599 for research not directly related to a thesis or dissertation. A maximum of 10 credits in course 500 may be applied toward the minimum of 30 credits required for a thesis master's degree; nevertheless, the number of credits a student may earn in course 500 is not limited to the number required by the student's department. Credit in course 500 cannot be counted toward the minimum of 30 credits required for a nonthesis master's degree. Credit earned in 405, 505 and 605 will not be accepted toward graduate degree programs. Courses numbered 600-699 may never be conducted jointly and can be cross listed only with 600-level courses in a second department. Standard course numbers may not be cross- or joint-listed with catalog courses [rev. 7-04, 7-05]

C-7. Limitations on Directed Study. Directed study is intended as a one-on-one method of delivering specially designed content to the student outside of the normal classroom environment. General classroom space is not available for this purpose and enrollment in any directed study course should not exceed five. A specific directed study course can be offered only once; the directed study course is not intended to be repeated in subsequent semesters. Directed study courses cannot duplicate an existing course, and cannot be cross- or joint-listed with more than two subject areas. [add. 7-04, rev. 7-05]
Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. No quizzes or exams shall be given in lecture-recitation periods during the week before the final examination week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted that week. Announcements of time and room should be made by the instructor for all exams. Instructors must meet their classes during the exam period for which they are scheduled in the final exam week, either for an exam or a final class session. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

### Final Examination Schedule

**Fall 2009-10**

EXAMINATION DAY AND HOUR FOR CLASSES MEETING:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Monday December 14</th>
<th>Tuesday December 15</th>
<th>Wednesday December 16</th>
<th>Thursday December 17</th>
<th>Friday December 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m. to 9:30 a.m.</td>
<td>8:30 a.m. MTWF</td>
<td>7:30 a.m. MTWF</td>
<td>7:30 a.m. TR</td>
<td>9:30 a.m. TR</td>
<td>8:30 A.M. TR</td>
</tr>
<tr>
<td></td>
<td>MTWF</td>
<td>MTRF</td>
<td>T</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>MWF</td>
<td>MW</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 a.m. to 12:00 noon</td>
<td>10:30 a.m. TR</td>
<td>11:30 a.m. MTWF</td>
<td>11:30 a.m. TR</td>
<td>9:30 a.m. MTWF</td>
<td>10:30 a.m. MTWF</td>
</tr>
<tr>
<td></td>
<td>TR</td>
<td>MTRF</td>
<td>TR</td>
<td>MTRF</td>
<td>MTRF</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>MWF</td>
<td>R</td>
<td>MWF</td>
<td>MWF</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>MW</td>
<td>MF</td>
<td>MW</td>
<td>MF</td>
</tr>
<tr>
<td>12:30 p.m. to 2:30 p.m.</td>
<td>12:30 p.m. MTWF</td>
<td>2:30 p.m. TR</td>
<td>12:30 p.m. MTWF</td>
<td>1:30 p.m. MTWF</td>
<td>1:30 p.m. TR</td>
</tr>
<tr>
<td></td>
<td>MTWF</td>
<td>TR</td>
<td>TR</td>
<td>MTRF</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>MTRF</td>
<td>T</td>
<td>R</td>
<td>MWF</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>MWF</td>
<td>R</td>
<td>MF</td>
<td>MW</td>
<td>MF</td>
</tr>
<tr>
<td>3:00 p.m. to 5:00 p.m.</td>
<td>3:30 p.m. MTWF</td>
<td>4:30 p.m. MTWF</td>
<td>3:30 p.m. TR</td>
<td>4:30 p.m. TR</td>
<td>2:30 p.m. Conflicts</td>
</tr>
<tr>
<td></td>
<td>MTWF</td>
<td>MTRF</td>
<td>TR</td>
<td>T</td>
<td>MTWF</td>
</tr>
<tr>
<td></td>
<td>MTRF</td>
<td>MWF</td>
<td>T</td>
<td>R</td>
<td>MTRF</td>
</tr>
<tr>
<td></td>
<td>MWF</td>
<td>MW</td>
<td>R</td>
<td>MF</td>
<td>MWF</td>
</tr>
<tr>
<td>7:00 p.m. to 9:00 p.m.</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
</tr>
</tbody>
</table>

Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course. Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time. Online classes, which have in person finals, will have the final examination the Saturday following the final exam week. For courses starting on the hour, final examinations should be scheduled using the earlier half-hour start time.
Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. No quizzes or exams shall be given in lecture-recitation periods during the week before the final examination week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted that week. Announcements of time and room should be made by the instructor for all exams. Instructors must meet their classes during the exam period for which they are scheduled in the final exam week, either for an exam or a final class session. Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.

### EXAMINATION DAY AND HOUR FOR CLASSES MEETING:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Monday May 10</th>
<th>Tuesday May 11</th>
<th>Wednesday May 12</th>
<th>Thursday May 13</th>
<th>Friday May 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m. to 9:30 a.m.</td>
<td>8:30 A.M. TR T R</td>
<td>8:30 a.m. MTWRF MTRF MWF MW MF</td>
<td>7:30 a.m. MTWRF MTRF MWF MW MF</td>
<td>7:30 a.m. TR T R</td>
<td>9:30 a.m. TR T</td>
</tr>
<tr>
<td>10:00 a.m. to 12:00 noon</td>
<td>10:30 a.m. MTWRF MTRF MWF MW MF</td>
<td>10:30 a.m. TR T R</td>
<td>11:30 a.m. MTWRF MTRF MWF MW MF</td>
<td>11:30 a.m. TR T R</td>
<td>9:30 a.m. MTWRF MTRF MWF MW MF</td>
</tr>
<tr>
<td>12:30 p.m. to 2:30 p.m.</td>
<td>1:30 p.m. TR T R</td>
<td>12:30 p.m. MTWRF MTRF MWF MW MF</td>
<td>2:30 p.m. TR T R</td>
<td>12:30 p.m. TR T R</td>
<td>1:30 p.m. MTWRF MTRF MWF MW MF</td>
</tr>
<tr>
<td>3:00 p.m. to 5:00 p.m.</td>
<td>2:30 p.m. MTWRF MTRF MWF MW MF</td>
<td>3:30 p.m. MTWRF MTRF MWF MW MF</td>
<td>4:30 p.m. MTWRF MTRF MWF MW MF</td>
<td>3:30 p.m. TR T R</td>
<td>4:30 p.m. Conflicts TR T</td>
</tr>
<tr>
<td>7:00 p.m. to 9:00 p.m.</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
</tr>
</tbody>
</table>

Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course. Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time. Online classes, which have in person finals, will have the final examination the Saturday prior to the final exam week. For courses starting on the hour, final examinations should be scheduled using the earlier half-hour start time.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program
or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: College of Engineering & College of Education

Name of Department(s) or Area(s): Nuclear Engineering Program

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

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

Certificate of Nuclear Criticality Safety

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs: For Other Activity:

Program (i.e., degree) Title & CIP 2000

[ ] Program Component (major/minor/option/emphasis)

[ ] Off-Campus Activity/Resident Center

[ ] Instructional/Research Unit

[ ] Addition/Expansion

[ ] Discontinuance/consolidation

[ ] Contract Program

[ ] Other

College Dean (Institution) Date

Deans’ signatures on file 7/14/08 & 8/8/08

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

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

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The Certificate of Completion in Nuclear Criticality Safety is a new program that will offer students in Nuclear Engineering or Industrial Safety the opportunity to gain expertise in Criticality Safety. All but one of the courses already exists in either Nuclear Engineering or Industrial Safety.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

The Idaho National Laboratory is experiencing a shortage of Nuclear Criticality Safety workers. The Lab has indicated that this shortage is a national condition in the nuclear industry. Nationally, only one other program has been located.

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

The courses in this sequence are part of the existing nuclear engineering or industrial safety curriculum, and therefore, have already met SBOE requirements, and where appropriate the requirements of the College of Engineering for ABET and regional accreditation. Only one new course is planned.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Currently, there are no other known criticality safety certificates or degrees available at BSU, CSI, EITC, ISU, LCSC, NIC, or in the region.

Enrollment and Graduates (i.e., number of majors or other relevant data) By Institution for the Proposed Program Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution (i.e., centrality).

*These certificate courses will be delivered by a combination of “live” instruction and Web-supported DVD media at the Idaho Falls Center. This “hybrid” approach will meet the needs of outreach students as well as center students seeking coursework in the focus area of Nuclear Criticality Safety.*

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes ___  No  x ___

   If not on 8-year plan, provide a justification for adding the program.

*As the nation turns to nuclear technologies to supply the energy needs of the nation, nuclear criticality safety is increasing in significance, both regionally and nationally. Because of faculty expertise and existing UI courses and programs, UI is uniquely positioned to offer a certificate in this area. UI (and other state universities) have received a federal appropriation from DOE to enhance nuclear education and research capabilities within Idaho. This program will help UI fulfill the commitments of the appropriation.*

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

   Estimated Fiscal Impact  FY ______  FY ______  FY ______  Total_____

Revised 8/9/06
### A. Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
</table>

### B. Source of Funds

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriated-</td>
<td></td>
</tr>
<tr>
<td>reallocation</td>
<td></td>
</tr>
<tr>
<td>Appropriated – New</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
</table>

### B. Nature of Funds

<table>
<thead>
<tr>
<th>Nature</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurring *</td>
<td></td>
</tr>
<tr>
<td>Non-recurring **</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
</table>

---

* Recurring is defined as ongoing operating budget for the program, which will become of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

---

**NUCLEAR CRITICALITY SAFETY ACADEMIC CERTIFICATE**

Students who wish to earn an academic certificate in Nuclear Criticality Safety have two possible tracks that can be used to complete this certificate. Students who are majoring within the Program in Nuclear Engineering are encouraged to complete the first track and students who are majoring within the Department of Adult, Career and Technology Education are encouraged to complete the second track. Students interested in this academic certificate should contact the Program Director of Nuclear Engineering.

Note: A grade of ‘B’ or higher is required in all coursework for this academic certificate.

**Track 1:**

- NE 450 Principles of Nuclear Engineering (3 cr)
- NE 535 Nuclear Criticality Safety I (3 cr)
- NE 555 Nuclear Criticality Safety II (3 cr)

One of the following (3 cr):

- NE 525 Neutron Transport Theory (3 cr)
- NE 533 Monte Carlo Methods (3 cr)*
- NE 554 Radiation Detection and Shielding (3 cr)
- Upper-Division or Graduate level Mathematics course (3 cr)

Credits to total 12 for this Academic Certificate

*Note: Students are encouraged to complete NE 533 Monte Carlo Methods.

OR

**Revised 8/9/06**
Track 2:
PTTE 512 Fundamental Concepts of Nuclear Science or NE 450 Principles of Nuclear Engineering (3 cr)
PTTE 513 Nuclear Criticality Safety (3 cr)
PTTE 514 Nuclear Safety or NE 470 Nuclear Reactor Safety (3 cr)
PTTE 516 Nuclear Rules and Regulations (3 cr)
Credits to total 12 for this Academic Certificate
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional
Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s): College of Letters, Arts, & Social Sciences (Program in Organizational Sciences)

Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit
(circle one) leading to:
Bachelor of Science or Bachelor of Arts with a major in Organizational Sciences
(Degree or Certificate)
Proposed Starting Date: August 15, 2009

Dean’s signature on file 10/8/08
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

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

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   In the early part of the last century, many managers and their academic colleagues became concerned that there was little formal analysis of behavior in organizations. It was becoming increasingly evident that many problems in the workplace were the result of relationship failures. Examples of such failures included conflict between managers and employees, conflict between employees and other employees, conflict between groups within organizations, poor communication between organizations and the communities they serve, lack of proper coordination of efforts, lack of proper understanding of worker capabilities and training needs, lack of concern for both employee and manager professional development, and the inability of both managers and employees to understand that organizational success depends on leaders and workers keeping the natural tension between them from becoming destructive.

The movement that emerged was called the Human Relations Movement. Movement fare included some of the standard business school issues of the day, but went farther to draw from the behavioral and social sciences. Organizations of interest included, of course, private sector for-profit businesses. However, Movement leaders recognized that organizational relations problems affected all purpose-driven organizations, i.e., political organizations (e.g., legislative bodies, political parties, PACs), not-for-profit organizations (e.g., health care companies, charities, volunteer agencies), and public and private boards (e.g., boards of education, homeowners associations, church boards), to mention but a few. This breadth guaranteed that the Movement would be interdisciplinary, drawing on Business, Industrial/Organizational Psychology, Communication, Public Administration, Industrial Sociology, Educational Leadership and other disciplines.

The Movement grew and has now become mainstream. Elements of it can be found in any curriculum that focuses on organizations. It is not uncommon, for example, for business students to pursue relevant electives in organizational psychology and public administration, or for students in educational leadership to take courses in business and public administration. This is very manageable on campuses of comprehensive universities. It can be a problem for distance students, or students at satellite campuses. We are proposing a degree program to address both needs. The proposed degree will be the Bachelor of Science and Bachelor of Arts with a major in Organizational Sciences. The program will draw content from existing courses in many of the disciplines mentioned above. Having such a program will give guidance to students who are currently seeking similar interdisciplinary content and training through existing Bachelor of General Studies and BS/BA in Interdisciplinary Studies programs.

The General Studies degree is very useful for students who are happy to have their diploma reflect a very broad arts and sciences background. The Interdisciplinary BS and BA can be very helpful for students who wish to work with an advisor to tailor a very focused hybrid background that draws from more than one discipline (e.g., a professional writing program cobbled together from Journalism and English courses). Students interested in organizational relations have sometimes suggested to us that they want their diploma to be indicate a concentration in organizational relations and similar themes, but with the flexibility in choice of courses to pick those most relevant to their long-term goals or current needs.
We envision a degree program that is not only interdisciplinary, but that is able to bend and stretch (1) as external markets change, (2) as the departments offering the courses develop new areas of expertise, and (3) as other departments develop new courses that are potentially relevant. Currently, we project specializations in Organizational Science-General, Workplace Relations, and Not-for-profit/Community Development. The first two of these play on strengths already in place with our Organizational Dynamics Certificate. The Not-for-profit/Community specialization is particularly interesting because it has arisen in response to a student-driven initiative. A fourth specialization in Social Ecology that takes advantage of the university’s expertise in natural resources and sustainable communities may be added in the future.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

As noted above skill sets that can be drawn from multiple disciplines are valuable. Most workplace problems (and opportunities) are human relations problems (and opportunities). The Not-for-Profit/Community option, in particular, was driven by a request from the Associate Students of the University of Idaho (ASUI) to develop just such a program. We expect the program to have a modest major count of 50-75 students. Because the courses are already routinely offered to serve other majors, the program will be very cost effective (e.g., there will be no standing faculty, no unique offices, and no unique administrative costs). This is not a distance education program; we believe most students will be in Moscow, with a few at the UI Coeur d’Alene Center. Supporting coursework in Communications and Business is available in CdA from sister institutions, NIC and LCSC.

Using this data, the decision was made to develop a certificate of completion in organizational leadership, called "Organizational Dynamics", using 400 level courses. With sufficient interest in the certificate, a masters degree could be developed.

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

To receive the Bachelor’s degree, students will need to meet existing University requirements for the degree (as approved by the Board and specified in the UI Catalog) by selecting from the courses listed later in this document. The Organizational Dynamics program is interdisciplinary and, with few exceptions (an Introduction course, OrgS 210, a new course in methodology, OrgS 444, and application/practicum/capstone courses, OrgS 310 and 410), will rely on courses that are already being offered successfully to meet needs within specific disciplines. As they are now, all the courses will be staffed by trained, qualified professors or instructors, and the courses are offered through accredited departments.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

We are unaware of any similar programs in the State of Idaho higher education system. Idaho State University recently submitted an NOI for an academic minor that overlaps conceptually with this proposal. However, that minor is far less comprehensive, and is closer in structure to the existing Leadership and Organizational Dynamics Certificates at UI, already approved.
Enrollment and Graduates (i.e., number of majors or other relevant data)  
By Institution for the Proposed Program  
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

The university has a mandate to provide continuing education, distance, and life-long learning opportunities to meet the needs of select, yet diverse constituencies in the state and region. The business and professional communities are a part of our constituency. We believe the program will provide individuals of all ages and abilities access to education, training, and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and life-long learners.  (8-year plan, Vision and Mission, page 13)

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

Yes  X  No ______

The program is currently being added to the newest revision of the 8-year plan.
### Resources--Faculty/Staff/Space Needs/Capital Outlay.

(Use additional sheets if necessary.)

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td>14,300</td>
<td>8,800</td>
<td>8,800</td>
<td>31,900</td>
</tr>
<tr>
<td>2. Operating</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>6,600</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>16,500</td>
<td>11,000</td>
<td>11,000</td>
<td>38,500</td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |       |       |       |       |
| 1. Appropriated-        | 0     | 0     | 0     | 0     |
| reallocation            |       |       |       |       |
| 2. Appropriated – New   | 0     | 0     | 0     | 0     |
| 3. Federal              |       |       |       |       |
| 4. Other: (Outreach)    | 16,500| 11,000| 11,000| 38,500|
| **TOTAL:**              | 16,500| 11,000| 11,000| 38,500|

| **B. Nature of Funds**  |       |       |       |       |
| 1. Recurring *          | 11,000| 11,000| 11,000| 33,000|
| 2. Non-recurring **     | 5,500 |       |       | 5,500 |
| **TOTAL:**              | 16,500| 11,000| 11,000| 38,500|

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

**NOTE:** OrgS 210 is proposed as a 1-credit course; development costs are expected to be $1100, one time. OrgS 444, a 4-credit course, will require one-time initial course development funds of $4400. The funds for both of these courses will be seeded by existing outreach revenues. Once established, the 444 course will generate income to support instructor stipends, or to compensate a department for a faculty member’s effort or time.

Because they involve oversight of individual student projects, OrgS 310 and 410 will not require the development efforts (or development funds) needed for a typical content or methods course. OrgS 310 and 410 staffing will be part of faculty members’ advising obligations (just as similar courses are now in traditional majors). No additional revenues are needed (although small amounts of money may be needed on occasion to support student clerical or travel needs). The remaining courses for the program already exist and are already being offered. Modifications in location and delivery format (included as “operating expenses”) will have to be made, and these will be funded by course and outreach fees generated by the courses. The revenue source figures above assume enrollments of 20 students per semester in 444. The outreach fee should produce $24 per credit hour, and the program’s share of regular course fees will be approximately $40-100 per credit hour, depending on the students’ full- or part-time status (we will be conservative here and assume $45, based on our recent experiences with outreach courses).
Addendum to NOI for B.S./B.A. in Organizational Science

Required Coursework

1. **OrgS 210** (1 cr.) *Introduction to Organizational Sciences.* An orientation course for students interested in pursuing the Bachelors Degree in Organizational Sciences. The goal of the course is to expose students to the major specializations offered by the degree program: General Organizational Science, Workplace Relations, and Nonprofit Community Organizations. Prerequisite: Completion of at least 15 credit hours of college level course work.

2. **OrgS 444** (4-cr.) *Methods and Analysis in Organizational Science* (4 cr). Overview of the many tools of data gathering and analysis in the applied social sciences. Includes coverage of surveys, study design, analysis, online and bibliographic resources and archives, etc. Recommended preparation: STAT 251.

3. **Complete a minor or a certificate in one of the following areas:**

   **Minors:**
   - Aging Studies (possible)
   - American Studies
   - American Indian Studies
   - Business Administration
   - Communication Studies
   - History
   - International Studies
   - Justice Studies
   - Psychology
   - Political Science
   - American Govt./Public Law
   - Public Administration & Policy
   - Religious Studies
   - Sociology
   - Women’s Studies

   (Minors from other disciplines may be substituted with advisor approval, e.g., Agribusiness, Rangeland Ecology and Management, Public Relations, etc.)

   **Certificates:**
   - Diversity & Stratification
   - Organizational Dynamics
   - Entrepreneurship
   - Leadership

4. **Complete 4 courses from the following:**

   - ANTH 101 Introduction to Anthropology
   - BUS 101 Introduction to Business Enterprises
   - COMM 111 Introduction to Communication Studies
   - JAMM 100 Media & Society
   - PSC 101 Introduction to Political Science and American Government
   - PSYC 101 Introduction to Psychology
SOC 101  Introduction to Sociology

5. **OrgS 310 (1-6 cr, max 6.) Application/Experience in Organizational Sciences.** Hands-on experience with a business, governmental agency, community or nonprofit organization. Students will be expected to provide a written account of their experience that both documents the time spent, and that relates the experience to other coursework. Prerequisite: Permission of Instructor.

6. **Orgs 410 (1-6 cr, max 6.) Capstone Project in Organizational Sciences.** Completion of a project with a business, governmental agency, community or nonprofit organization. The project can be research or service-based. Students will be expected to provide a final document that details all aspects of the project. Approval of a project proposal by the student’s advisor should be sought before requesting permission to enroll. Prerequisite: Permission of Instructor.

7. **Pick a specialization from one of the following areas; select 6 courses, from at least 3 disciplines, from the courses listed for that specialization.**

**Organizational Studies-General**

- ADOL 410  Foundations of Human Resource Development
- AmSt 301  Studies in American Culture
- BUS 311  Introduction to Management
- BUS 413  Leadership and Organizational Behavior
- COMM 235  Organizational Communication
- COMM 331  Conflict Management
- COMM 433  Organizational Communication Theory and Research
- FCS 445  Issues in Work & Family Life
- JAMM 340  Cultural Diversity and the Media
- JS 333  White Collar Crime
- PHIL 361  Professional Ethics
- POLS 451  Public Administration
- PSYC 320  Social Psychology
- PSYC 345  Group Dynamics
- PSYC 416  Industrial/Organizational Psychology
- PSYC 404  Social Psych. in the Workplace
- SOC 250  Social Conflict
- SOC 301  Introduction to Diversity & Stratification (ANTH 301)
- SOC 313  Collective Behavior
- SOC 340  Social Change & Globalization

**Workplace Relations**

- ADOL 410  Foundations of Human Resource Development
- ADOL 473  Foundations of Adult Education & Adult Development
- ANTH 327  Belief Systems
- BUS 311  Introduction to Management
- BUS 413  Leadership and Organizational Behavior
- COMM 235  Organizational Communication
- COMM 331  Conflict Management
- COMM 335  Intercultural Communication
- COMM 492  The Dark Side of Communication
HIST 425 Immigration and Ethnicity in the United States
PSYC 315 Psychology of Women
PSYC 320 Social Psychology
PSYC 345 Group Dynamics
PSYC 404 Social Psych. in the Workplace
PSYC 419 Adult Development & Aging
PSYC 470 Introduction to Chemical Addictions
POLS 423 Politics, Policy, & Gender
POLS 451 Public Administration
SOC 250 Social Conflict
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 313 Collective Behavior
SOC 423 Social Class & Stratification
SOC 424 Sociology of Gender

Non-Profit and Community Organization
ADOL 410 Foundations of Human Resource Development
BUS 311 Introduction to Management
BUS 413 Leadership and Organizational Behavior
BUS 414 Entrepreneurship
COMM 347 Persuasion
COMM 404 Non-profit Fundraising (JAMM 404, OrgS 404)
COMM 431 Applied Business & Prof. Communication
CSS 481 Conservation Leadership
CSS 486 Public Involvement in Natural Resource Management
JAMM 252 Principles of Public Relations
JAMM 325 Publications Editing
JAMM 350 Public Relations Writing and Production
JAMM 444 Mass Media & Public Opinion
JAMM 452 Public Relations Campaign Design
POLS 335 American Interest Groups & Social Movements
POLS 423 Politics, Policy, & Gender
POLS 450 Nonprofit Organization & Management
POLS 451 Public Administration
POLS 452 Public Management Techniques
PSYC 320 Social Psychology
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 315 Community Service Learning
FCS 448 Consumer Economic Issues

An additional specialization (or specializations) may be developed that takes advantage of the University’s strategic initiatives in areas of Sustainability, Natural Resources, Technological Innovation and Transfer. Coursework will be drawn from the courses above, with additional courses from the College of Natural Resources and the College of Agriculture and Life Sciences (e.g., Social Ecology).

Program Learning Outcomes/Co-curricular Activities (if any)

1. Students who complete the Bachelors degree in OrgS should understand interpersonal workplace dynamics, including workplace conflict, workplace aggression, and factors that
affect workplace cooperation and competitiveness. They should understand the process, relationship, and financial issues that affect the development of successful community organizations.

2. They should understand the unique aspects of employment in both the private and public sectors in terms of the relative emphasis on entrepreneurial activities and public service. Relevant issues include budgeting, public/private decision-making, managerial norms and ethics, and public relations.

3. They should understand the fundamentals of leadership, i.e., personality characteristics that make great leaders, trainable skills that potential leaders can master, and situational factors that contribute to leadership success and failure.

4. They should understand the importance of team building and team member selection. They should be able to develop skills that would allow them to develop individual and team training programs.

5. As many of the students are expected to be “at work” in their communities, there will be ample opportunity to present and evaluate “real world” examples and case studies.

Measures of Success

See “Program effectiveness”, below.

Assessment

Course effectiveness. Because the courses in the program are already offered routinely and successfully, assessment of the effectiveness of each course will follow procedures each of the departments already has in place for course and instructor evaluation.

Program effectiveness. This will be assessed by the following means:

1. Enrollment growth and eventual enrollment sustainability are, of course, critical measures. Enrollments in these courses have been strong on our main campus and in trial offerings off-campus. We believe a major count of 50-75 would serve student interests without stressing course enrollments. We anticipate that the bulk of these students will be Moscow-based, with the UI Coeur d’Alene Center serving most of the remainder.

2. A process will be established that allows us to follow those who complete the degree. Their success in the public and/or private sector, and their sense that the program contributed to that success, will be assessed.

3. This will be a work and community-oriented program, and another measure of its value could be reports from employers and community leaders

Relevance to UI Strategic Plan Goals

1. TEACHING AND LEARNING GOAL: Engage students in a transformational experience of discovery, understanding, and global citizenship. Especially relevant: Objective A (Build and sustain competitive advantages through innovative curricula of distinction.), strategies 3, 4, 6, and 7. Objective B (Develop effective integrative learning activities to engage and expand student minds.), strategies 3, 5, and 7.

2. OUTREACH AND ENGAGEMENT GOAL: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity. Especially relevant: Objective A (Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.), strategies 3, 4, and 6. Objective B (Deliver undergraduate, graduate, continuing
professional education, and Extension programs and opportunities for life long learning), strategies 2 and 3.

Undergraduate Curricular Requirements

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

OrgS 210  Introduction to Organizational Sciences (1 cr)
OrgS 310  Applications/Experience in Organizational Sciences (1-6 cr)
OrgS 410  Capstone Project in Organizational Sciences (1-6 cr)
OrgS 444  Methods and Analysis in Organizational Science (4 cr)

Complete four of the following courses (12 cr):
Anth 100  Introduction to Anthropology (3 cr)
Bus 101  Introduction to Business Enterprises (3 cr)
Comm 111  Introduction to Communication Studies (3 cr)
JAMM 100  Media and Society (3 cr)
PoIS 101  Introduction to Political Science and American Government (3 cr)
Psyc 101  Introduction to Psychology (3 cr)
Soc 101  Introduction to Sociology (3 cr)

Choose a specialization from one of the following areas; select 6 courses from at least 3 different disciplines from the courses listed for that specialization (18 cr):

Organizational Studies - General
AdOL 410  Foundations of Human Resource Development (3 cr)
AmSt 301  Studies in American Culture (3 cr)
Bus 311  Introduction to Management (3 cr)
Bus 413  Leadership and Organizational Behavior (3 cr)
Comm 235  Organizational Communication (3 cr)
Comm 331  Conflict Management (3 cr)
Comm 433  Organizational Communication Theory and Research (3 cr)
FCS 445  Issues in Work and Family Life (3 cr)
JAMM 340  Cultural Diversity and the Media (3 cr)
JS 333  White Collar Crime (3 cr)
Phil 361  Professional Ethics (3 cr)
PoIS 451  Public Administration (3 cr)
Psyc 320  Introduction to Social Psychology (3 cr)
Psyc 345  Group Dynamics (3 cr)
Psyc 404  Special Topics (3 cr)
Psyc 416  Industrial/Organizational Psychology (3 cr)
Soc 250  Social Conflict (3 cr)
Soc 301 or Anth 301  Introduction to Diversity and Stratification (3 cr)
Soc 313  Collective Behavior (3 cr)
Soc 340  Social Change & Globalization (3 cr)

Workplace Relations
AdOL 410  Foundations of Human Resource Development (3 cr)
AdOL 473  Foundations of Adult Education and Adult Development (3 cr)
Anth 327  Belief Systems (3 cr)
Bus 311  Introduction to Management (3 cr)
Bus 413  Leadership and Organizational Behavior (3 cr)
Comm 235  Organizational Communication (3 cr)
Comm 331  Conflict Management (3 cr)
Comm 335  Intercultural Communication (3 cr)
Comm 492  Dark Side of Communication (3 cr)
Hist 425  Immigration and Ethnicity in the United States (3 cr)
PoIS 451  Public Administration (3 cr)
Psyc 315  Psychology of Women (3 cr)
Psyc 320  Introduction to Social Psychology (3 cr)
Psyc 345  Group Dynamics (3 cr)
Psyc 404  Special Topics (3 cr)
Psyc 419  Adult Development and Aging (3 cr)
Psyc 470  Introduction to Chemical Addictions (3 cr)
Soc 250  Social Conflict (3 cr)
Soc 301 or Anth 301  Introduction to Diversity and Stratification (3 cr)
Soc 313  Collective Behavior (3 cr)
Soc 423  Social Class & Stratification (3 cr)
Soc 424  Sociology of Gender (3 cr)

Non-Profit and Community Organization
AdOL 410  Foundations of Human Resource Development (3 cr)
Bus 311  Introduction to Management (3 cr)
Bus 413  Leadership and Organizational Behavior (3 cr)
Bus 414  Entrepreneurship (3 cr)
Comm 347  Persuasion (3 cr)
Comm 404  Special Topics (3 cr)
Comm 431  Applied Business and Professional Communication (3 cr)
One academic minor* or academic certificate chosen from the following (12-20 cr):

**Academic Minors:**
- Aging Studies
- American Indian Studies
- American Studies
- Communication Studies
- History
- International Studies
- Justice Studies
- Psychology
- American Government/Public Law
- Public Administration and Policy
- Religious Studies
- Sociology
- Women's Studies

Academic Minors from other disciplines may be substituted with advisor's approval

**Academic Certificates:**
- Diversity and Stratification
- Entrepreneurship
- Organizational Dynamics
- University of Idaho Leadership Certificate

Electives to total 128 cr for the degree

*Note: If an academic minor is used to satisfy this requirement, the area of emphasis or academic minor required for the CLASS general B.S. requirements is also considered satisfied.
TO: University Curriculum Committee
FROM: Jeanne Christiansen  
Vice Provost for Academic Affairs
RE: Proposed Change to Regulations M-3-b [Effective: Summer 2009]
DATE: October 15, 2008

I am seeking a change to the field trip section of the catalog. At this time, field trips that are not in the catalog require the signature of the departmental administrator, dean, and provost. The dean has oversight of curricular and co-curricular learning opportunities for degree and certificate programs, fiscal resources, personnel, risk, and so forth. For these reasons, I suggest that the dean be the final signature for these field trips.

Thank you for your consideration of this request.

M – Attendance, Repeated Absences, Field Trips, and Official Student Travel

M-1. Attendance. Students are responsible for class attendance; in all cases of absence, students are accountable for the work missed. In the case of officially approved absence and on the request of the student, the instructor is obligated to provide an opportunity for the student to make up for missed work. In general, an absence is considered "official" when the student is: (a) participating in an approved field trip or other official UI activity (e.g., athletics, debate, music, or theatre arts); (b) confined under doctor’s orders; (c) called to active military duty during emergency situations; or (d) granted a leave of absence from UI for reasonable cause by his or her academic dean.

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

M-3. Field Trips and Official Student Travel. "Field trip" is defined as any required, course-related student travel that exceeds 25 air miles from the campus or conflicts with other classes that the students involved are taking. (A trip taken within 25 air miles during the class scheduled for the particular class or at a time that does not conflict with other classes the students involved are taking is a "local trip," not a "field trip.")

M-3-a. Missed Class Work. Students participating in field trips, as defined above, or other official UI activities are responsible for conferring in advance with the instructors of any classes that will be missed in order to be eligible for making up missed class work. (See M-1.)

M-3-b. Approval of Course-Related Field Trips. Administrative approval for course-related field trips will be obtained by the person in charge of the trip as follows:

(1) Each field trip as identified in the catalog course description requires prior approval by the department in accordance with divisional procedures (application for approval should be made at least one week before the expected departure).

(2) Each field trip NOT identified in the catalog course description requires prior approval by the departmental administrator, the dean of the college, and the provost (application for approval should be made at least two weeks before the expected departure).

M-3-c. Approval of Other Official Student Travel. Administrative approval for official student travel that is NOT course related is obtained from the vice president for student affairs (application for approval should be made at least two weeks before the expected departure).

M-3-d. Costs. When a college can cover all or part of the cost of a course-related field trip from allocated funds, the college should do so. If the college cannot cover the cost, or a portion thereof, the cost (or remaining portion) must be borne in proportionate share by the students in the course. Students missing required field trips identified in the catalog course description must pay their proportionate shares.

M-3-e. Field-Trip Completion Deadline. All field trips and other UI-approved student travel must be completed before 7:30 a.m. on the fifth day of classes before the start of final examinations.
M-3-f. **Unofficial Student Travel.** UI student accident insurance does not cover injuries sustained in the course of travel unless the travel has been officially authorized by the appropriate UI agent.

M-3-g. **Vehicle Information.** Information concerning privately owned vehicles (registration, insurance, driver's license, etc.) to be used for field trips or other official student travel must be filed in the Risk Management Office (Rm. 209, Admin. Bldg.). Administrators of departments and divisions are responsible for ensuring that the required information is filed before the initial use of each privately owned vehicle in a given academic year.

M-4. **Accommodation of Religious Observances in the Administration of Examinations.** When tests or examinations fall on days objectionable to a student because of religious beliefs, the student should contact the instructor as soon as possible. The instructor may require the student to submit a concise, written statement of the reasons for the request. If the request appears to be made in good faith, the instructor should make alternative arrangements for the administration of the examination or test. If the instructor believes the request not to be in good faith, or if the instructor and the student are unable to agree on arrangements, the student or the instructor should seek the assistance of the departmental administrator, dean, or provost, in that order.

M-5. **Drop for Non-attendance.** Students are responsible for notifying their instructors through the Registrar when extenuating circumstances not covered as an officially approved absence as defined in M-1 prevent their attendance during the first week of the semester. Instructors may drop students who have not attended class or laboratory meetings nor notified the instructor through the Registrar by the end of the sixth business day following the start of the class. Valid reasons for missing classes do not relieve the student of making up the work missed.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

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

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

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
[ ] Not applicable [X] Discontinue M.S. in Geological Engineering.

(Degree or Certificate)

Proposed Starting Date: July 1, 2009

For New Programs: For Other Activity:

Program (i.e., degree) Title & CIP 2000

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

Dean’s signature on file 2/4/09
Donald M. Blackketter, Dean (UI) Date

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

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

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

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This request is for permission to discontinue the Master of Science degree in Geological Engineering and consolidate the subject matter for that program into a related Civil Engineering program. Geological Engineering will remain an emphasis area in the Civil Engineering Department with graduate students earning an M.S. in Civil Engineering with emphasis in geological engineering. Current emphasis areas in Civil Engineering include structures, environmental, water resources, transportation, ecohydraulics, and geotechnical engineering.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.)

Geological Engineering was originally an undergraduate and graduate program in the College of Mines and Earth Resources. During reorganization at the University of Idaho in 2002-2003, the program was transferred to the College of Engineering. In 2004 the SBOE approved an NOI from the College of Engineering to discontinue the undergraduate program in Geological Engineering with the condition that the Master of Science program be retained in the Civil Engineering Department along with an undergraduate minor. Currently, nine students are enrolled in the MS program, seven of whom are taking classes through Engineering Outreach. Two students, both majoring in Civil Engineering, are currently pursuing the undergraduate minor in geological engineering. In addition, five students currently are pursuing the post-baccalaureate certificate in Applied Geotechnics with the intention of continuing into the M.S. Geological Engineering degree program.

Because most of the students enrolled in this M.S. program participate through Engineering Outreach media and concurrently work full-time in professional positions, they typically only enroll in one 3-credit class per semester. Thus, the time frame for them to complete the degree usually is 8 to 10 semesters (i.e., four or five years). Therefore, because these students were attracted to this program due to its uniqueness and differentiation from a Master’s program in Civil Engineering, the official closure date for the M.S. Geological Engineering program shall be no earlier than June 30, 2014. However, consolidation and integration of the subject matter into the Civil Engineering program will begin this year, and any new M.S. applicants interested in geological engineering will apply to a M.S. Civil Engineering program with an emphasis in geological engineering, beginning June 1, 2009.

Both the NWCCU and the Yardley Report were critical of the number of graduate degrees offered by the U of I. The intent of this is to eliminate one of the degree designations while maintaining an avenue for students to pursue the subject matter under the general Civil Engineering degree program. Entry requirements for the Geological Engineering emphasis will not change significantly. The undergraduate minor will not be affected.

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

The College of Engineering maintains rigorous planning, assessment and evaluation processes to ensure that its programs maintain high quality and meet the needs of its constituents and maintain quality. The Civil Engineering Advisory Board, which has representation from the Geological Engineering profession, helps the department maintain relevance in its undergraduate program and graduate programs. ABET does not normally accredit graduate programs. However, the University of Idaho is accredited by the Northwest Council of Colleges and Universities (NWCCU) and all programs, undergraduate and graduate, are periodically reviewed by this organization. The University of Idaho has instituted a rigorous process for identifying and assessing learning outcomes in all academic programs at the university. The graduate programs in Civil Engineering, along with all other graduate engineering programs, are expected to comply
with this university mandate and to use the results for continuous quality improvement.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

There are no Geological Engineering programs at other Idaho institutions. Geological Engineering programs in neighboring states are offered at Montana Tech of the University of Montana (B.S. and M.S.), the University of Nevada-Reno (B.S., M.S., and Ph.D.), and the University of Utah (B.S., M.S., and Ph.D.).

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>CSI</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>CWI</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>EITC</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>ISU</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>LCSC</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>NIC</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>UI</td>
<td>9</td>
<td>7 by EO</td>
</tr>
</tbody>
</table>

As noted in the table above, most students pursue this degree on a part-time basis by distant education through Engineering Outreach. Since these students usually take five to seven years to complete the degree, the number of graduates is highly variable and is often quite low.

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

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI</td>
<td>M.S.</td>
<td>Mining &amp; mine construction, petroleum &amp; hydrocarbon extraction, excavation, ground water supply and quality, environmental clean-up foundations, slope stability, rock mechanics, geological hazard mitigation.</td>
<td>Applied rock mechanics, foundations, slope stability, geological hazard mitigation, geotechnical site investigations, environmental site characterization.</td>
</tr>
</tbody>
</table>
5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).
   Since the M.S. in Geological Engineering will be maintained as an emphasis area in Civil Engineering, there is no change in the institution's role and mission.

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes  X  No  ____
   If not on 8-year plan, provide a justification for adding the program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary): Not applicable.

   Estimated Fiscal Impact  
<table>
<thead>
<tr>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>Total</th>
</tr>
</thead>
</table>
   A. Expenditures  
   1. Personnel  
   2. Operating  
   3. Capital Outlay  
   4. Facilities  
   TOTAL:  
   | 0    | 0    | 0    | 0    |

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

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

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
HISTORY AND COMMITTEE APPROVAL
of the
NOI TO ELIMINATE
the
GEOLOGICAL ENGINEERING
MASTERS DEGREE PROGRAM

The NOI to eliminate the Masters Degree Program and incorporate the subject matter as an emphasis area in the Master of Science/Master of Engineering program was reviewed by the Civil Engineering Department. The pros and cons were discussed and there was not a clear consensus that developed either in support of or opposed to the NOI. This was communicated to the College of Engineering Curriculum Committee on January 30, 2009, by the Civil Engineering representative to the committee. With little discussion, the College Committee voted unanimously to approve the NOI.

Submitted by the University of Idaho College of Engineering.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Graduate Council

Program/Degree: Master of Science in Geological Engineering

Discussion: NOI was presented by Associate Dean Howard Peavy

Peavy indicated that there was considerable discussion of the NOI at the department level with a consensus being reached to support the NOI. At the College level, very little discussion was held and the vote was unanimous.

The reason the NOI was approved is because of low enrollment and upon recommendations made via Yardley. The department was encouraged to work with the two faculty involved in the program. Students should work with department for easy transition.

Questions:

Question: What was the vote at the department level?
Answer: Not sure what the vote was but the consensus was reached according to the chair.

Question: What will happen to the 9 students in the program now?
Answer: There are some who are ready to graduate now. CE is willing to work with interested students regarding completion.

Question: Would the elimination of this program eliminate the program for the entire state – a state with such a rich mining history?
Answer: Yes. However, most of this program’s graduates go to work with IDT; very few in mining industry.

Question: Does this change in the name of the major from GeoE to CE cause the students problems with employment possibilities?
Answer: Student would need to explain why the degree is in CE when all the classes are in GeoE but is manageable.

Question: Does this cause an ABET problem?
Answer: No, graduate programs are under ABET accreditation.

Vote: ___7__In Favor
     ___3__Opposed
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/19/09

Present: Richard Battaglia, Jill Dacey (Chair), Gail Eckwright, Walter Hesford, Allen Kitchel, Mark Secrist, Richard Wells, Jeanne Christiansen, Rod Hill, Nancy Krogh, Heidi Anderson, Garrett Holbrook, Joel Zwainz.
Absent: Lauren Fins, Ruprecht Machleidt, Bob Stone, Jean Henscheid.
Others Present: Debbie Storrs, Margrit Von Braun, Mark Nielsen (substitute for Ruprecht Machleidt), Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue M.S. major in Geological Engineering

Discussion:

UCC-09-068  College of Engineering
Committee member Wells introduced the proposed Notice of Intent (NOI) from the College of Engineering to discontinue the Master of Science (M.S.) major in Geological Engineering. Wells indicated that despite his initial impressions that this NOI would have no controversy there is in actuality some with the Department of Civil Engineering. The Department of Civil Engineering was unable to reach a consensus to either support or deny this NOI. The Department of Civil Engineering feels that it can optimize its operation through some internal reorganization and be able to continue to offer this program without negatively impacting their other programs. Margrit Von Braun conveyed some of the discussion that went on at Graduate Council regarding this proposed NOI. Committee member Wells feels that if this NOI is not approved there will be a significant number of curricular updates from Civil Engineering in the near future specifically reducing the number of Geological Engineering courses. When asked where most of the Geological Engineering students are coming from, Wells indicated that they are primarily Engineering Outreach students. Wells added that the chair of Civil Engineering does not feel that the department will be able to continue to attract the 4 to 5 Engineering outreach students a year that enroll for this program without the Geological Engineering major name. Mark Nielsen asked why there are no graduates listed if this program continually attracts 4 to 5 students a year. The committee discussed the ability of a department, college or dean to stop an NOI from proceeding forward. The committee Denied the proposed NOI 1 to 9, and will forward the proposed NOI to Faculty Council for review.

Vote: 1 Approve, 9 Deny, 0 Abstain
Objection to NOI for closure of GeoE MS Program submitted via email to Dr. Howard Peavy, Associate Dean, College of Engineering, February 5, 2009:

After reviewing the CoE Curriculum Committee report of Feb. 5, 2009, I submit this email as a formal objection to the approved NOI for termination of the GeoE MS Program. Termination of the GeoE MS program will not result in any cost savings to the CE Department or to the College of Engineering, but instead will result in a loss of graduate student enrollments in CE Department courses and in graduate programs, will be counterproductive, and will produce a net negative economic impact on the Department and College.

The GeoE MS program is offered effectively by two faculty members (Miller and Jung) assigned part-time to the program, relying on support courses routinely taught by other CE faculty. During 2008-09, the GeoE MS program will have six graduates, one of whom intends to pursue a Ph.D. degree in the CE Department. GeoE faculty worked on four externally funded research projects in 2007-09, three of which were initiated directly by GeoE faculty in GeoE research areas (including those supported by the Idaho Transportation Department and the Environmental Monitoring Section at the Idaho National Laboratory).

It has taken several years to re-build this MS program after its closure was announced as part of the University’s plan to close the College of Mines and Earth Resources in 2003. The Idaho State Board of Education voted in June, 2003, to retain the GeoE MS program at UI, along with authorizing an undergraduate Minor in Geological Engineering offered through the CE Department. However, because of the previously announced closure intent, effectively we were not able to recruit any new graduate students to begin their MS GeoE coursework during 2002-2004; this explains the low graduation numbers in the GeoE MS program in 2005-2007.

Geological engineers deal with rock, soil, and ground water, and pursue careers in many diverse fields that include the mining and petroleum industries, infrastructure construction, waste disposal, clean energy sources such as geothermal options, environmental protection and restoration, mitigation of geologic hazards like landslides and earthquakes, and ground water monitoring and protection. Geological engineering is an engineering profession distinct from civil engineering and mining engineering, and which is licensed professionally as a particular branch of engineering in at least four states, including Idaho. Our GeoE MS program provides an efficient path for geologists to obtain an engineering degree for enhanced career opportunities, and many of our Engineering Outreach students have used this track to help expand their careers and become licensed as professional engineers. All our GeoE MS students have enrolled specifically at the UI to pursue this GeoE MS degree, graduate students that would have gone elsewhere if our College of Engineering did not offer this MS degree. These students add enrollment numbers to related CE courses, especially the graduate geotechnical courses.

In summary, the GeoE MS program generates graduate enrollment numbers and externally funded research projects, and it maintains important professional connections to Idaho’s construction, environmental, and mining sectors. Plans underway to consolidate some GeoE and CE courses will further improve the efficiency of this program and its faculty. This program clearly is aligned with University priority areas in water resources, public infrastructure, and environmental restoration/protection. There are no discernible cost-savings to the College with the elimination of this MS program, which instead will result in a loss in graduate student enrollment numbers and an irrevocable loss in regard to University connections to some of Idaho’s major industries and operations (including the Idaho National Lab).

Therefore, I respectfully request that the College of Engineering re-consider its position on this NOI.

Thank you, ... Stan Miller

S. M. Miller, Ph.D., P.E.
Professor of Geol. Engineering
Department of Civil Engineering
**IDAHO STATE BOARD OF EDUCATION**

**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT**

To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

**Institution Submitting Proposal:** University of Idaho

**Name of College, School, or Division:** Education

**Name of Department(s) or Area(s):** Health, Physical Education, Recreation, and Dance

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

- [ ] Academic
- [X] Professional - Technical

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

- [X] Discontinue M.S. in Physical Education

(Degree or Certificate)

**Proposed Starting Date:**

- [ ] July 2010
- [ ] Summer 2009

**For New Programs:**

**Program (i.e., degree) Title & CIP 2000**

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

**Dean's signature on file**

- [ ] 2/6/09

**College Dean (Institution) Date**

**VP Research & Graduate Studies Date**

**Chief Fiscal Officer (Institution) Date**

**State Administrator, SDPTE Date**

**Chief Academic Officer (Institution) Date**

**Chief Academic Officer, OSBE Date**

**President Date**

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

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   This is a request to DISCONTINUE the Master of Science degree in Physical Education.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   This request is based on the need to reduce low enrollment/low demand degree programs so that the institution can focus its resources on a smaller number of high quality programs.

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

   N/A

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution and Degree name</td>
<td>Level</td>
<td>Specializations within the discipline (to reflect a national perspective)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>BSU - Master of Science in Exercise and Sports Studies (MSESS)</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td>BSU - Master of Kinesiology (MK)</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td>BSU - Master of Physical Education in Athletic Administration (joint degree with ISU)</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU - Master of Physical Education/Athletic Administration (joint degree with BSU)</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

This program is being eliminated to increase focus on the doctoral program and due to declining enrollments in the past two years. Students who are enrolled in the program currently will have up to two years to complete their program of study per State Board of Education policy.

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

   Yes  X (p. 49 in version 8/21/2008)    No    

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
HPERD Department Meeting Minutes  
Friday, January 30, 2009  
1:30-2:30 pm  
Panorama Room

Review First Round Programs for Discontinuance:

The degree program recommended by the College’s Futures Committee (CFC) and Provost Council for discontinuance is the Physical Education M.S degree. The enrollments and applications have declined in recent years and by eliminating this degree program, faculty will redirect their efforts to increase the quality and quality of their scholarship and work with doctoral students. There are master’s degrees offered at other institutions in the State of Idaho. The one place the University of Idaho has a critical stake is in our PhD programs. If we lose our PhD programs then we are no longer the premier research institution within the state. We need to focus our resources on our doctoral programs. This is the fundamental reasons for looking at discontinuing the M.S. degrees. There is also a national movement happening, allowing bachelors degrees to move right into a PhD degree program. Students will come to us because we are the premier institution in Idaho. We can secure the kinds of students that fit with our mission. Doing away of M.S. is apart of that process. This will require faculty to obtain external funds for their PhD students.

Most of the HPERD faculty were uncomfortable eliminating the research option for the M.S. degree, however they were not opposed to offering an non-thesis degree. They would like to have a transition plan in place before COE eliminates the M.S. option. They also stated that a name change is critical since the program lacks national visibility. They would like the name changed from M.S. in Physical Education to M.S. in Exercise Science. They submitted a memorandum addressing these issues on January 30, 2009 to the dean arguing for reconsideration for the elimination of the M.S. in Physical Education. Their memorandum is being submitted to the College Coordinating Committee (CCC) for review and discussion.

The dean stated that these appear to be delaying tactics. It is important that the faculty know that there will be fewer programs in this department. We don’t have enough money and resources to go around. We need to make tough decisions right now that will positivity impact our future. The HPERD faculty stated they were not afraid to make tough decisions but they want to make sure they are eliminating the right program.

HPERD Faculty Vote:

The faculty vote to discontinue programs was conducted after the dean’s portion of the meeting ended. The results were emailed to the dean. The results are indicated below.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th># Yes Votes</th>
<th># No Votes</th>
<th># Abstaining Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. Physical Education</td>
<td>0</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>
[DRAFT] College Coordinating Committee Minutes
Tuesday, February 3, 2009
10:00-12:00 pm (PT), 11:00-1:00 pm (MT)
COE 408

Participants: Kathy Browder, Clark Dickin, Charles Gagel, Mary Gardiner (Phone), Paul Gathercoal, Karen Guilfoyle, Russ Joki, Allen Kitchel, Jerry McMurtry, Paul Rowland

Other Participants: Maggie Clark, Dave Paul

Consideration of Notices of Intent (NOI) to discontinue degree programs:

9. Alternate Motion to the NOI to Discontinue the M.S. Physical Education (PE)

This item was moved to agenda number 9 rather than 10 by the committee. The alternate motion reads:

HPERD faculty understand the need to reduce scope within the HPERD department and increase focus on our doctoral program. However, we are concerned that elimination of the MSPE may not accomplish this purpose. We propose to forward a recommendation to the college for elimination of one degree program to increase our focus and reduce our scope. We will review the data that was gathered during the Program Prioritization and College Future Council processes to achieve this task. Our recommendation will be forwarded to the College Coordinating Committee by April 16, 2009.

The HPERD faculty are concerned that if we eliminate the M.S. PE degree option, this will inhibit our ability to recruit quality students into our doctoral program. In the faculty meeting on January 30, 2009, the Dean for the College of Graduate Studies mentioned a national movement allowing bachelors degrees to move right into a PhD program. They would like to gather data on other institutions offering the bachelors to doctoral degrees. They want to make sure that if they eliminate the M.S. in PE that their students will be successful and placed in good jobs. The HPERD faculty submitted a memorandum to the dean on January 30, 2009 indicating that more data needs to be collected before the faculty can move to eliminate the M.S. PE degree option. They have asked for an extension until April 16, 2009 to make an informative decision on what program to eliminate. The HPERD faculty are aware that program cuts are necessary and are committed to streamlining their program offerings but they would like to make sure they are eliminating the right program. Currently, HPERD has 8 applicants for this fall. If HPERD is allowed the two month extension that means that an additional year will be added to the teach out for students (with the thesis option) admitted this fall. If they decide to make the M.S. a non-thesis option, no additional resources will be used if the program is allowed for continuance.

Some committee members asked why this is the first time this issue is being brought up. This program prioritization process has been going on since the fall and was also indicated in the Yardley report. Data that was needed to make informed choices was collected by the College’s Futures Committee (CFC). This two month extension will put the college behind a year. Other departments have had to give something up and giving an extension is unacceptable. The reason for the delay is that the HPERD faculty thought other programs were more susceptible to cuts rather than the M.S. in PE.
In the HPERD faculty meeting on January 30, 2009, there were 0 yes votes and 13 no votes to discontinue the M.S. in PE. This is going to pose problems when the university curriculum committee and faculty council begin reviewing the NOIs. This will be a red flag.

The dean asked if the “yellow card” for the Athletic Training B.S.P.E. might be offered up in April for discontinuance to meet the requirement of the motion. There is no consensus from the faculty as of yet.

The motion was moved and seconded by the committee to consider the HPERD alternate motion.

The motion failed.

<table>
<thead>
<tr>
<th>Degree program</th>
<th># Yes Votes</th>
<th># No Votes</th>
<th># Abstaining Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. PE</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Master of Science (M.S.) in Physical Education (PE)

The motion was moved and seconded to discontinue the degree program by the committee. One member cautioned the committee to think long and hard about the goals of PhD program in HPERD before committing to discontinue the M.S. in PE.

Motion passes.

<table>
<thead>
<tr>
<th>Degree program</th>
<th># Yes Votes</th>
<th># No Votes</th>
<th># Abstaining Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. PE</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Partially revised Draft CCC Minutes:

Discussion of NOI to discontinue the M.S. Physical Education

The HPERD faculty are concerned that if we eliminate the M.S. PE degree option, this will inhibit our ability to recruit quality students into our doctoral program in addition to enabling them to offer classes in a timely manner given the constraints on class sizes at the graduate level. In the department faculty meeting on January 30, 2009, the Dean for the College of Graduate Studies noted a national movement allowing bachelors degrees to move right into a PhD program, as recommended in the Yardley report. The department would like to gather data on other institutions offering the bachelors to doctoral degrees. They want to make sure that if they eliminate the M.S. in PE that the program will be competitive with other programs in the United States and that their students will be successful and placed in good jobs. The HPERD faculty submitted a memorandum to the dean on January 30, 2009 requesting time to collect more data before the faculty can move to eliminate the M.S. PE degree option. They have asked for an extension until April 16, 2009 to make an informed decision on what program to eliminate. The HPERD faculty are aware that program cuts are necessary and are committed to streamlining their program offerings but they would like to make sure they are eliminating the right program. Currently, the MSPE has 8 applicants for this fall. If HPERD is allowed the two month extension that means that an additional year will be added to the required teach-out for students admitted this fall. It was suggested that if the M.S. non-thesis option was adopted; no additional resources will be used if the program is allowed for continuance and would not require any additional teach-out time.
Some committee members asked why this delays is now being brought up. This program prioritization process has been going on since the fall and the elimination of the MSPE was recommended in the Yardley report. Data that was needed to make informed choices was collected by the College’s Futures Committee (CFC) and disseminated to the faculty. HPERD representative stated that he felt data was incomplete and they did not have time to understand the impacts on future program enrollment and issues. Some committee members argued that a two month extension will put the college behind a year in gaining the focus it needs to develop to be successful in the future. HPERD faculty stated this would not be a problem and in fact the classes required to fulfill the teach-out are the same classes as offered to the PhD program. It was argued that other departments have had to give programs that had significant enrollment and that giving an extension is unacceptable. The reason for the request for the delay is that the HPERD faculty assumed that other departmental programs were more susceptible to cuts rather than the M.S. in PE. In the HPERD faculty meeting on January 30, 2009, there were 0 yes votes and 13 no votes to discontinue the M.S. in PE. Concern was raised regarding how this might be interpreted at other levels. One member of the committee suggested that the department should make the decision to eliminate the M.S. P.E. now and use the faculty time and effort to move forward with plans to strengthen the other programs.

It was asked of the HPERD representative, what alternative programs were under consideration and the response was that at this time it was unknown. A question was raised as to whether the department might be offering the Athletic Training B.S.P.E. which has been identified as a “yellow card” program (in need of significant change or elimination) in April for discontinuance to meet the requirement of the motion. The response was that this issue has not been addressed by the faculty.

The motion to approve the NOI for discontinuance was passed: 5 yes; 2 no

College of Education Faculty Meeting
February 6, 2009
1:00-3:00 pm (PT), 2:00-4:00 pm (MT)
Compressed Video Locations: Ag. Sci., Room 104, Boise 248A, CDA 128, IF 4

Consideration of Notices of Intent (NOI) to discontinue degree programs

9. NOI to discontinue Master of Science in Physical Education
It was moved and seconded to approve the NOI. One faculty member expressed concern that by removing this degree program, it would not save the university or department any money. He has not found any evidence that by removing the M.S. in Physical Education (PE) it will enhance the doctoral program. The department chair for HPERD stated that originally the faculty voted 0 to 13 not supporting the NOI to discontinue the M.S. in PE, however after further discussions with the faculty they feel that they can streamline and strengthen their doctoral program by eliminating this degree program. Collectively, the faculty have agreed not to oppose this NOI. Motion passed.

<table>
<thead>
<tr>
<th>Degree program</th>
<th># Yes Votes</th>
<th># No Votes</th>
<th># Abstaining Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. PE</td>
<td>35</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

10. Alternative motion by HPERD has been removed by HPERD faculty. HPERD department has requested that the alternative motion be removed from the agenda. There were no objections from the faculty to remove this item.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Graduate Council
Program/Degree: Master of Science in Physical Education
Discussion: NOI was presented by Dean Paul Rowland

Dean Rowland’s comments follow.

The intent is to remove master’s degree and move students into doctoral program and focusing more resources on the Ph.D. program. See attached department, College Curriculum Committee, and college faculty votes and comments.

It was noted that between the time the department vote was taken (0-13) and the College faculty vote was taken (35-6), that it looks like the level of support for the NOI changed.

Question: Why did the level of support change?
Answer: In general, the department supports the MS program and didn’t understand the change to focus the Ph.D. degree.

Department isn’t in complete support.

Question: With so many students enrolled, why was this program put on the table?
Answer: Current enrollment is comparatively low and classes are often cancelled due to low enrollment. The department’s intent is to look at the possibility of another degree in the future.

Question: Will this population be served by a different master’s degree?
Answer: Not at this time. Current 1/5 of department is teacher education and the rest have an emphasis on exercise science. This reflects the change in the department’s focus and the expertise of the faculty. What the current degree is called and what the actual research areas are do not always match.

Question: What is the demand in the region for this program?
Answer: Region, not sure. Nation – very popular. Dean Rowland indicated that several programs who have removed the master’s have rebounded and seen large increases in the Ph.D. program. Many students do currently continue on to the Ph.D. and do not need to spend time on a master’s degree.

Question: If a student starts in the doctoral program but is unable to finish, is there a master’s program as the “back-up” plan?
Answer: No. The department offers an MS in Recreation but that may not be appealing or the student may not have had the courses for that degree.

If assistantships were better, the attraction to the program would be better at both the MS and the PhD level.

Vote: __4__ In Favor
__5__ Opposed
__1__ Abstain
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue M.S. major in Physical Education

Discussion:

UCC-09-088 College of Education
Committee member Kitchel introduced the proposed Notice of Intent (NOI) from the College of Education to discontinue the Master of Science (M.S.) major in Physical Education. Dean Rowland noted that the NOI was passed at the college level, but was originally denied at the departmental level. Subsequent discussions with the department have resulted in support from the department to discontinue the M.S. major in Physical Education. Committee member Wells asked what would happen to the remaining four M.S. students in the program. Rowland indicated that they would be given the opportunity to complete their degree. Wells then asked how would Ph.D. candidates who are unable to finish their Ph.D.s be handled since a common practice is to award a master degree instead. Rowland indicated that at this time there is no fallback degree for those students. Kathy Browder added that through internal department streamlining and consolidation the department hopes to be able to offer a fallback degree in the near future. Committee chair Dacey asked when this fallback degree might be proposed. Browder indicated that it is the departments hope they will have a proposal by the end of the spring 2009 semester. The committee Approved the proposed NOI 10 for and 2 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Approved – 10 for and 2 against
MEMORANDUM

TO: Paul Rowland, Dean, College of Education  
    Doug Baker, Provost
FROM: Kathy D. Browder, Chair, Department of HPERD
DATE: February 19, 2009
RE: HPERD Faculty Resolution on NOI for MSPE

As the NOI on the MSPE has moved through the curricular process, the faculty in the Department of Health, Physical Education, Recreation, and Dance has engaged in multiple discussions regarding their support of the NOI. As the record demonstrates, the HPERD faculty initially opposed the NOI on the MSPE. However, as a result of subsequent discussions, the HPERD faculty now supports the NOI.

To clarify its position for the record, the HPERD faculty met on Wednesday, February 18, 2009, and voted on the following resolution:

“The faculty of the Department of Health, Physical Education, Recreation, and Dance do support the Notice of Intent to discontinue the M.S. in Physical Education.”

The resolution passed, with a vote of 12-1.

Please add this document to the record regarding the NOI on the MSPE.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: Letters, Arts and Social Sciences

Name of Department(s) or Area(s): Foreign Languages and Literatures

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

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

Discontinue Bachelor of Arts, Foreign Language, German Option

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:

For Other Activity:

Program (i.e., degree) Title & CIP 2000

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

Dean’s signature on file 2/13/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   Request discontinuance of Bachelor of Arts, Foreign Language, German option.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

   Request discontinuance of Bachelor of Arts, Foreign Language, German option. Quality of program is compromised given staffing reductions due to retirements and limited instructional resources; demand for German statewide is less than other languages as few high schools provide German language; nationally German programs are more likely to be eliminated than other languages due to low demand. The Department of Foreign Languages and Literatures will reconsider language options in the future given changing global dynamics and needs.

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

   NA, Seeking discontinuance of German option.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

---

**Enrollment and Graduates (i.e., number of majors or other relevant data)**

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>CSI</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Revised 12/10/08*

*Page 2*
<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>BA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td>AS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU BA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>26 28</td>
<td>32 8 5 4</td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

This request is consistent with the State Board of Education’s policy for the mission of the University of Idaho to generate foreign language and international programs. We will continue to provide other language options in French, Spanish, and Japanese. We will also continue to offer German language via a minor and students can study abroad for more extensive language training.

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

   Yes  ____ No  ____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td>(69,950)</td>
<td>(69,950)</td>
<td>(69,950)</td>
<td>(209,850)</td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>(69,950)</td>
<td>(69,950)</td>
<td>(69,950)</td>
<td>(209,850)</td>
</tr>
<tr>
<td><strong>B. Source of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriated – New</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Nature of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recurring *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non-recurring **</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: CLASS Curriculum Committee
Annette Folwell, Walter Hesford, Chris Thompson (Chair),
Non-voting, ex-officio Debbie Storrs (Associate Dean)

Program/Degree: Bachelor of Arts, Foreign Language, German option

Discussion:
Proposal – Discontinue BA, Foreign Language, German Option

Rationale – Staffing issues because of recent retirement and present hiring freeze, feeder schools – many high schools no longer teacher German, and across the country German degrees are waning.

German will continue to be taught, study abroad programs are available for advanced German study, we will continue to provide a minor in German, and are looking at developing tracks in European studies/regional studies.

Vote: Yes—2; No--1
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue the Bachelor of Arts (B.A.) major in Foreign Language, German Option

Discussion:

UCC-09-092 College of Letters, Arts and Social Sciences
The committee reviewed the proposed Notice of Intent (NOI) from the College of Letters, Arts and Social Sciences to discontinue the Bachelor of Arts (B.A.) major in Foreign Language, German Option. Committee member Hesford explained his rationale for voting against this proposal at the college curriculum meeting. Committee member Holbrook asked Dean Aiken if a student went abroad and took some advanced German courses how could they be applied towards a major. Dean Aiken indicated that the student would still earn the credit, but that it could not be applied towards a major in German. Aiken further noted that the German courses would still be offered at this University. The committee Approved the proposed NOI 10 for and 2 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Approved – 10 for and 2 against
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: Letters, Arts and Social Sciences

Name of Department(s) or Area(s): Psychology and Communication Studies

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

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

Discontinue Bachelor of Arts/Bachelor of Science Communication Studies

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs: For Other Activity:

Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

x Discontinuance/consolidation

☐ Contract Program

☐ Other

Dean’s signature on file 2/13/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   Request discontinuance of Bachelor of Arts/Bachelor of Science, Communication Studies

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   Request discontinuance of Bachelor of Arts/Bachelor of Science, Communication Studies. This program was added in 2003 and is not central to the mission and future of the University of Idaho as a land-grant, national research institution. The program lacks requisite size in terms of a critical mass of faculty. Due to the small faculty size, the program does not have adequate external demand, impact, or productivity. Stakeholders do not seek the expertise of the program faculty; the program has little or no outreach, and a limited number of scholarly products.

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

   NA, Seeking discontinuance of Communication Studies major. Courses already offered in Sociology, Journalism and Mass Media, and Psychology, can meet student’s needs for communication courses. A minor in Communication Studies will still be available.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   Enrollment and Graduates (i.e., number of majors or other relevant data)
   By Institution for the Proposed Program
   Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>513</td>
<td>515</td>
</tr>
<tr>
<td>CSI</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>32</td>
<td>43</td>
</tr>
</tbody>
</table>

Revised 12/10/08
Page 2
### Relevant Enrollment Data

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCSC</td>
<td>45 55 59 11 8 14</td>
</tr>
<tr>
<td>NIC</td>
<td>31 49 42 7 5 6</td>
</tr>
<tr>
<td>UI</td>
<td>134 140 137 45 35 25</td>
</tr>
</tbody>
</table>

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

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The discontinuance of Communication Studies is consistent with the mission of the University of Idaho to emphasize areas of liberal arts and social sciences through providing a Communication Studies minor and through other degree programs in the social sciences and liberal arts.

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

   Yes X  No ___

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

As part of the program reorganization we have eliminated one Communication Studies faculty PNC, reducing the overall salaries and fringes by $104,925. By eliminating the Communication Studies major, the program confirms to College level and University level recommendations following the Program Prioritization Process, and results in a new decrease in overall expenditures.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td>(104,925)</td>
<td>(104,925)</td>
<td>(104,925)</td>
<td>(314,775)</td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>(104,925)</td>
<td>(104,925)</td>
<td>(104,925)</td>
<td>(314,775)</td>
</tr>
</tbody>
</table>

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

**B. Nature of Funds**

| **1. Recurring**       |          |          |          |       |
| **2. Non-recurring**   |          |          |          |       |
| **TOTAL:**             |          |          |          |       |

* Recurring is defined as ongoing operating budget for the program, which will become of the base. ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: CLASS Curriculum Committee
Annette Folwell, Walter Hesford, Chris Thompson (Chair),

Non-voting, ex-officio Debbie Storrs (Associate Dean)

Program/Degree: Bachelor of Arts/Bachelor of Science in Communication Studies

Discussion:

Rationale – Lack of critical mass of faculty and limited instructional resources. Other viable courses degree options can provide communication skills. For instance, a minor in Communication Studies is an option, as are degree tracks in psychology and Sociology.

Present faculty will still be supported.

Present majors, beyond the freshman level, can complete their degrees in Communication Studies.

Vote: Yes—1; No---2
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) major in Communication Studies

Discussion:

UCC-09-091 College of Letters, Arts and Social Sciences
The committee reviewed the proposed Notice of Intent (NOI) from the College of Letters, Arts and Social Sciences to discontinue the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) major in Communication Studies. Committee member Wells asked how the existing 134 students in the program would be handled. Dean Aiken indicated that the department would teach out all those students who have 60+ credits. Aiken explained that the communication studies program will only have 2 faculty after 2 retirements this semester. Aiken highlighted that 2 Faculty cannot teach 14 different courses, advise 134 students, teach a whole major by themselves, and do justice to the important subject matter. Committee member Secrist provides some background on the split of the School of Communication students. Committee member Hesford voiced concern for the remaining students and the 2 remaining faculty. Hesford asked where the remaining faculty would end up after the 134 students are finished in this program. Aiken indicated that they would remain in the Department of Psychology and Communication Studies and would continue to offer an academic minor in Communication Studies. Committee chair Dacey asked for some additional information on how the department voted for this proposed NOI. Aiken expressed dismay at the lack of available resources in the college to adequately support this program. The committee Approved the proposed NOI 8 for and 4 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Approved – 8 for and 4 against
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Department of Psychology and Communication Studies, Faculty Meeting

Program/Degree: B.A. / B.S. in Communication Studies

Discussion:

Twelve voting members attended the faculty meeting at which we discussed the NOI for discontinuance of the B.A. / B.S. in Communication Studies (CS). The consensus was that the NOI should more clearly articulate the benefit of discontinuance.

As of the fall of 2008, there were 140 CS majors. The courses were typically overenrolled and received positive evaluations. Consequently, we received approval for two CS assistant professor positions to begin in the fall of 2009; and on 9-24-2008 the Provost explicitly released those two positions from the university hiring freeze. We understand that the worsening financial situation means we now must sacrifice those two positions, and we would rather give up those open positions than have our colleagues in other departments lose their positions. However, that is a short-term financial decision; the rationale articulated by the NOI should be based on longer-term strategies to make the university effective and competitive in the years and decades ahead.

Vote:

In a secret ballot, eleven voted against the NOI and one abstained.
### IDAHO STATE BOARD OF EDUCATION

#### ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

#### NOTICE OF INTENT

To initiate a

**New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit**

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Letters, Arts, and Social Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Sociology, Anthropology, and Justice Studies</td>
</tr>
</tbody>
</table>

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

- [ ] Academic
- [x] Professional - Technical

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

- The discontinuance of the BA/BS in Justice Studies and a consolidation to create a BA or BS in Sociology with emphases in Criminology, Inequalities and Globalization, and General Sociology

(Degree or Certificate)

**Proposed Starting Date:** Fall Summer 2009

#### For New Programs:

<table>
<thead>
<tr>
<th>Program (i.e., degree) Title &amp; CIP 2000</th>
</tr>
</thead>
</table>

#### For Other Activity:

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

**Dean’s signature on file 2/13/09**

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chief Fiscal Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chief Academic Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
</tr>
</thead>
</table>

**VP Research & Graduate Studies Date**

<table>
<thead>
<tr>
<th>State Administrator, SDPTE</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chief Academic Officer, OSBE</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SBOE/OSBE Approval</th>
<th>Date</th>
</tr>
</thead>
</table>

**Revised 12/10/08**

**Page 1**
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

It is proposed to discontinue the Justice Studies program and establish emphases in the existing Sociology program. The result is one degree program with three emphases. The Sociology program will offer emphases in Criminology, Inequalities and Globalization, and General Sociology. Doing so will accommodate current students in the context of transformations resulting from the Program Prioritization Process, while simultaneously strengthening and creating a regional and state niche for the integrated program.

Given the scope of the change, the name will change to Department of Sociology and Anthropology. With justice studies now being one of three emphases within the Sociology program it is not appropriate to have justice studies as part of the Department’s name.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

It is the University of Idaho’s state mission to provide education in the social sciences as part of an educational core for the institution. It is also the University’s mission to have a law program. The proposed Notice of Intent to consolidate the Sociology and Justice Studies degrees into one Sociology major with emphases in Criminology, Inequalities and Globalization, and General Sociology will continue the effectiveness of Sociology and Anthropology in contributing to the combined imperatives of the State Board of Education’s dictated mission for the University of Idaho, as well as the Program Prioritization Process recommendations.

The proposed changes are consistent with the strategic planning in the Department of Sociology, Anthropology and Justice Studies (SAJS) over the past three years directed toward developing a more effective and focused curriculum while meeting the needs of a large number of majors in sociology and justice studies. The changes (1) clearly identify and strengthen the focus on criminology (Criminology emphasis) (2) continue the established strength in inequalities and globalization while continuing support for the popular Academic Certificate in Diversity and Stratification (Inequalities and Globalization emphasis); and (3) offer a flexible degree emphasis for majors wishing cross-specialization (General emphasis). Doing so better matches the faculty’s areas of expertise, allows for a more efficient curriculum offering, and sets the program apart from other programs in the region and the state.

Our internal assessment indicates demand from the students. Additionally, this change is consistent with the department’s strategic planning efforts. The proposed program changes are derived from on-going discussions within the faculty concerning the unit’s response to the Strategic Action Plan as well as recommendations emerging from the Program Prioritization Process. Existing student interest is documented by the popularity of the Justice Studies major (147) and the sociology major (88), and there exists student interest in the Inequalities and Globalization emphasis, as evidenced by the popularity of the Certificate in Diversity and Stratification (30). This reconfiguration is responsive to growing demand for employees who can sensitively handle diverse human populations and for graduates able to work in careers related to the legal and corrections systems.

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

The current Justice Studies major is one of the most popular within the College of Letters, Arts, and Social Sciences (147). The proposed additions of emphases will accommodate students interested in criminology as well as other Sociology majors. Its purpose is to provide a more efficient course offering in the targeted disciplines, as well as developing an instructional niche at the regional level for students wishing to obtain a degree in a broad liberal arts discipline, yet retaining a specific emphasis (Criminology, Inequalities and Globalization, or General Sociology). Program and curriculum consolidation will allow the Department to maintain high enrollment levels in the emphasis in Criminology and also increase enrollment in the emphasis in Inequalities and Globalization.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

This Notice of Intent does not propose a new program, rather it involves differentiation within an existing program and draws from current areas of instruction. There are however no programs in the region or state that comprise the proposed emphases. Thus, none in the state and region compete with the program proposed here. As evidence, relevant state programs are listed in Table 2 below. Of the programs reviewed, only the University of Washington and University of Oregon have faculty specializing in criminology in their Sociology departments, and neither offer a specific Criminology emphasis within their program.

### TABLE 1. Enrollment and Graduates (i.e., number of majors or other relevant data) By Institution for the Proposed Program. Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Year</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>495</td>
<td>536</td>
</tr>
<tr>
<td>CSI</td>
<td>115</td>
<td>109</td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>LCSC</td>
<td>106</td>
<td>95</td>
</tr>
<tr>
<td>NIC</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>UI</td>
<td>147</td>
<td>170</td>
</tr>
</tbody>
</table>

### TABLE 2. Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>AA, BS, BA</td>
<td>Sociology, Social Science, Multiethnic Studies, Sociology and Secondary</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Degrees</td>
<td>Major(s)</td>
<td>Emphasis</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>CSI</td>
<td>AA, BS, BA, MA</td>
<td>Education, Criminal Justice</td>
<td>Corrections specialist</td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>Pre-Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AAS, TC</td>
<td>Law enforcement</td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td>AA</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td>AAS, TC</td>
<td>Legal Technologies</td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>BA, MA</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td>BA, BS</td>
<td>Social Science</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>BA, BS</td>
<td>Justice Studies</td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td>AA, AS, AAS</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA, AS, AAS</td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>BA, BS</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, BS</td>
<td>Justice Studies</td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

*It is the University of Idaho’s state mission to provide education in the social sciences as part of an educational core for the institution. It is also the University’s mission to have a law program. The proposed Notice of Intent to consolidate the Sociology and Justice Studies degrees into one Sociology major with emphases in Criminology, Inequalities and Globalization, and General Sociology will continue the effectiveness of Sociology and Anthropology in contributing to the combined imperatives of the State Board of Education’s dictated mission for the University of Idaho, as well as the Program Prioritization Process recommendations.*

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

   Yes **X**    No ____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary):

There will be no new or increased expenditures in any of the categories below. As part of the program reorganization we have eliminated one Justice Studies faculty PCN, reducing the overall salaries and fringes by $67,533. Similarly, no new revenue is required to support this program. By reorganizing, the program conforms to College- and University-level recommendations following the Program Prioritization Process, and results in a net decrease in overall expenditures.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td>(67,533)</td>
<td>(67,533)</td>
<td>(67,533)</td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>(67,533)</td>
<td>(67,533)</td>
<td>(67,533)</td>
<td></td>
</tr>
</tbody>
</table>

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

| **B. Nature of Funds**   |       |       |       |       |
| 1. Recurring *            |       |       |       |       |
| 2. Non-recurring **       | (67,533) | (67,533) | (67,533) |       |

* Recurring is defined as ongoing operating budget for the program, which will become of the base. **Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
TOTAL MAJOR CREDITS: 60
Degree Core: 39 credits
Emphases: 21 credits (Core: 12 Credits, Selected UD Emphasis Electives: 9 credits)

-DEGREE CORE: 39 credits
  -Soc 101: Introduction to Sociology
  -Soc 310: Research Methods
  -Soc 311: Development of Social Theory
  -Anth 100: Introduction to Anthropology
  -STATS 251: Statistical Methods
  -Related fields: 18 credits
    Max 3 credits for Soc 315 or 498

-EMPHASES
  -Criminology
    -Core: 12 credits
      -Soc 260: Introduction to Crime and Deviance
      -Soc 331: Criminological Theory
      -Soc 401: Justice Policy Issues/Policy course
      -PolS 467: Constitutional Law, PolS 468: Civil Liberties, or PolS 469: The Judicial Process
    -Selected UD Emphasis Electives: 9 credits
      Soc 320: Substance Abuse
      Soc 330: Juvenile Delinquency
      Soc 332: Corrections
      Soc 333: White Collar Crime
      Soc 334: Police, Society, and Justice
      Soc 335: Terrorism
      Soc 336: Comparative Criminal Justice Systems
      Soc 403: Workshop
      Soc 439: Inequalities in the Justice System
      Soc 432: Juvenile Justice
      Soc 450: Dynamics of Social Protests

  -Inequalities and Globalization
    -Core: 12 credits
      Soc/Anth 301: Introduction to Diversity and Stratification
      Soc 323: Political Economy or Soc 440: Post-Colonialism
      Soc 343: Political Sociology
    -Selected UD Emphasis Electives: 9 credits
      Soc 315: Community Service Learning
      Soc 335: Terrorism
      Soc 336: Comparative Criminal Justice Systems
      Soc 340: Social Change and Globalization
      Soc 403: Workshop
      Soc 422: Religion, Culture, and Society
      Soc 423: Social Class and Stratification
      Soc 424: Sociology of Gender
      Soc 427: Racial and Ethnic Relations
      Soc 439: Inequalities in the Justice System
      Soc 440: Post Colonialism
      Soc 450: Dynamics of Social Protests

  -General Soc:
    -UD Soc: 21 credits (allow for any combination of UD courses above Core)
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: CLASS Curriculum Committee
   Annette Folwell, Walter Hesford, Chris Thompson (Chair),
   Non-voting, ex-officio Debbie Storrs (Associate Dean)

Program/Degree: Bachelor of Arts/Bachelor of Science, Justice Studies

Discussion:

Proposal – Sociology/Anthropology/Justice Studies - Discontinuation/Consolidation leading to BA/BS in Sociology with Emphasis in Criminology, Inequalities and Globalization, and General Sociology Degree/Certificate

Rationale – Due to strategic planning within department, recognizing faculty strengths, and understanding learning objectives, the Justice Studies major will be eliminated. Instead, tracks will be added to Sociology and Anthropology emphases in Criminology, Inequalities, and Globalization. This decision comes out of assessment requiring no new courses, and eliminates some courses as a result of faculty loss.

Results - No new faculty will be required, the change restructures present curriculum. Present students can graduate with present degree or switch to a new degree track.

Vote: Yes—3; No---0
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09

Absent: Ruprecht Machleidt.
Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) major in Justice Studies; and to create three emphases under the major of Sociology. The three emphases are: Criminology; Inequalities and Globalization; and General Sociology

Discussion:

UCC-09-093 College of Letters, Arts and Social Sciences
The committee reviewed the proposed Notice of Intent (NOI) from the College of Letters, Arts and Social Sciences to discontinue the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) major in Justice Studies; and to create three emphases under the major of Sociology. The three emphases are: Criminology; Inequalities and Globalization; and General Sociology. Committee chair Dacey asked if the remaining Justice Studies students would be allowed to complete their major in Justice Studies or if they would be switched to Sociology – Criminology Emphasis. Dean Aiken indicated that the students would be allowed to finish their major in Justice Studies. The committee Approved the proposed NOI 11 for and 0 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Approved – 11 for and 0 against
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Agricultural and Life Sciences
Name of Department(s) or Area(s): Plant, Soils & Entomological Sciences, Agricultural and Extension Education, Agricultural Systems Management

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

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
B.S. in Agricultural and Life Sciences (B.S.Ag.L.S.) – Majors in: AGRICULTURAL SCIENCE, COMMUNICATION AND LEADERSHIP, AGRICULTURAL SYSTEMS MANAGEMENT, SUSTAINABLE CROP AND LANDSCAPE SYSTEMS (EMPHASES IN: INSECTS AND SOCIETY, SOIL AND WATER RESOURCES, SUSTAINABLE CROPPING SYSTEMS, ENVIRONMENTAL HORTICULTURE, AND PLANT BIOTECHNOLOGY)

(Degree or Certificate)
Proposed Starting Date: Fall 2010 Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

Dean’s signature on file 2/18/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This is a new degree program -- Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.). This program combines previously offered B.S. degrees: B.S. in Agroecology, Horticulture and Environmental Quality in the Department of Plant, Soils and Entomological Sciences (PSES); B.S. in Agricultural Systems Management in the Department of Biological and Agricultural Engineering (BAE); and B.S. in Agricultural Science and Technology and B.S. in Agricultural Industry Management and Communications in the Department of Agricultural and Extension Education (AEE).

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

This new program is being offered at the request of the Provost of the University of Idaho and the Dean of the College of Agricultural and Life Sciences and is supported by the departments involved. This consolidated program offers the following majors: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape.

Student demand for the skills, and the state need for these degrees is strong. All of the majors support the U.S. food and fiber system – the system which is key to providing food to American society, and is increasingly being depended on for energy as well.

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

The College of Agricultural and Life Sciences at the University of Idaho regularly requests program reviews of its departments through review teams offered by the Cooperative State Research, Education and Extension Service (CSREES) of the United States Department of Agriculture (USDA), which includes a thorough investigation of academic degrees offered by these departments. All three departments involved in the proposed program regularly participate in these reviews. In addition, each of these departments is part of the outcome assessment program process which regularly investigates student performance, placement and employment as a part of reporting to the Northwest Commission on Colleges and Universities, which is the accrediting institution for the University of Idaho.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

As the Land Grant University in the state of Idaho, the University of Idaho through the College of Agricultural and Life Sciences provides the only education in the state in the area of agricultural sciences. These programs are not duplicated anywhere else in the state.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years
<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>117</td>
<td>125</td>
</tr>
</tbody>
</table>

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

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

5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

As described in #4 above, education in the agricultural sciences is part of the role and mission of the University of Idaho.

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes ____  No  X ____

   If not on 8-year plan, provide a justification for adding the program.

   This program is being offered to consolidate several existing academic offerings and was not put forward previously.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2009</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel (savings)</td>
<td>69273.15</td>
<td></td>
<td></td>
<td>69273.15</td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>69273.15</td>
<td></td>
<td></td>
<td>69273.15</td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |         |          |          |       |
| 1. Appropriated-        |         |          |          |        |
| reallocation            | 69273.15|          |          | 69273.15 |
| 2. Appropriated – New   |         |          |          |        |
| 3. Federal              |         |          |          |        |
| 4. Other:               |         |          |          |        |
| **TOTAL:**              | 69273.15|          |          | 69273.15 |

| **B. Nature of Funds**  |         |          |          |       |
| 1. Recurring *          |         |          |          |        |
| 2. Non-recurring **     |         |          |          |        |
| **TOTAL:**              | 69273.15|          |          | 69273.15 |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
**B.S. Agricultural & Life Sciences**

This degree offers majors in three areas: Agricultural Science, Communication and Leadership, Agricultural Systems Management and Sustainable Crop and Landscape Systems.

**BS in Agricultural and Life Sciences Core**

<table>
<thead>
<tr>
<th>University Requirement</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>J-3-a Communications</strong></td>
<td>Engl 101 Introduction to College Writing (if required) (3 cr.) Engl 102 College Writing and Rhetoric (3 cr.) Engl 313 Business Writing (3 cr.) OR Engl 317 Technical Writing (3 cr.)</td>
</tr>
<tr>
<td>Communications</td>
<td>Comm 101 Fundamentals of Public Speaking (2 cr.)</td>
</tr>
</tbody>
</table>

| **J-3-b Natural and Applied Sciences** | Chem 101 Introduction to Chemistry (4 cr.) OR Chem 111 Principles of Chemistry I (4 cr.) AND Biol 115 Cells and Evolution of Life (4 cr.) |
| Natural Science | |

| **J-3-c Mathematics, Statistics or Computer Sciences** | One Course from the following (3-4 cr.) Math 130 Finite Math (3 cr.) OR Math 143 Pre-Calc. Algebra & Analytical Geometry (3 cr.) OR Math 160 Survey of Calculus (4 cr.) OR Math 170 Analytical Geometry & Calculus (4 cr.) |
| Mathematics | |

| Statistics | Stat 251 Statistical Methods (3 cr.) |

| **J-3-d General Core Studies (18 cr.)** | Core Discovery (7 cr.) |
| CORE | |

| Humanities | Select one course from approved list (J-3-d) |
| Social Sciences | Select one course from approved list (J-3-d) |

| International | AgEd 406 Exploring International Agriculture (3 cr.) |
| Additional Core Courses to total 18 credits | Selected from approved list (J-3-d) (2-5 cr.) |

| Total | 43 |
### Courses specific to B.S. in Agricultural and Life Sciences

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soils 205 The Soil Ecosystem (3 cr.)</td>
<td>3</td>
</tr>
<tr>
<td>ASM 305 GPS and Precision Agriculture (3 cr.) OR or another approved GPS/GIS course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Total BS in Agricultural and Life Sciences Core** 49

### Agricultural Science, Communication and Leadership Major

**Description of Major:**
Graduates of this program will have a strong foundation in agriculture business, communication and leadership skills to work in the broad industry of agriculture. Upon completion of the ASCL major, students will be eligible to earn a University of Idaho Leadership Certificate. Additionally, students are encouraged to complete the Minor in Agriculture Business by taking another 10 credits, possibly within their elective credits. Students are also encouraged to learn a foreign language to communicate and lead within agriculture business across the globe. Students completing the Agricultural Science, Communications, and Leadership degree will also complete a field-based capstone internship experience (AgEd 498 –10 credits max), which is limited to junior and senior level students with at least a 2.00 CGPA. Prior to enrolling in the internship, students must complete the following: (1) submit and receive approval of an internship proposal (complete with all required signatures), and (2) submit a request to enroll in AgEd 498. An approved proposal must be on file prior to submitting the request to enroll in AgEd 498. The request to enroll form is due no later than 15 days prior to the start of the semester in which the student wishes to conduct the internship. Students must be registered for AgEd 498 credit for the semester during which the internship is conducted. (This includes registering for summer school if the internship is conducted during the summer.)

In addition to the Agricultural and Life Sciences Core listed above, this major requires the following courses:

<table>
<thead>
<tr>
<th>Agricultural Science Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business &amp; Accounting</strong></td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
</tr>
<tr>
<td>Econ 202 Principles of Economics (3 cr.)</td>
</tr>
<tr>
<td>Acct 201 Introduction to Financial Accounting (3 cr.)</td>
</tr>
<tr>
<td>AgEc 278 Farm and Agribusiness Management (4 cr.)</td>
</tr>
<tr>
<td>AgEc 289 Agricultural Markets and Prices (3 cr.)</td>
</tr>
<tr>
<td>AgEc 300-400 elective (3 cr.)</td>
</tr>
</tbody>
</table>

| **Technical Agriculture**         |
| **Technical Agriculture Areas**   |
| A minimum of 18 credits           |
| Two (2) of the following technical agriculture areas OR  |
| One (1) technical agriculture area plus foreign language |
| # Agricultural Systems Management (ASM) |
| # Animal and Veterinary Sciences (AVS) |
| # Family and Consumer Sciences (FCS) |
| # Food Science and Toxicology (FST) |
| # Plant, Soils, and Entomological Sciences (PSES) | 18 |
### Foreign Language Option

A minimum of 6 credits in a foreign language

<table>
<thead>
<tr>
<th>Additional Natural Sciences</th>
<th>8 Natural and Applied Science electives</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Ag. Sci.</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communications Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Communication Electives (to total 12 cr. – selected from the following):</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total Communications</strong></td>
</tr>
<tr>
<td>Leadership Requirements</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
</tr>
<tr>
<td>AgEd 180 Introduction to Agricultural &amp; Extension Ed. (2 cr.)</td>
</tr>
<tr>
<td>AgEd 450 Developing Leaders (2 cr.)</td>
</tr>
<tr>
<td><strong>Leadership Electives (to total 12 cr. – selected from the following):</strong></td>
</tr>
<tr>
<td>AgEd 252 Developing Organizations (1 cr.)</td>
</tr>
<tr>
<td>AgEd 253 Parliamentary Procedure (1 cr.)</td>
</tr>
<tr>
<td>AgEd 359 Developing 4-H Youth Programs (2 cr.)</td>
</tr>
<tr>
<td>AgEd 448 Foundations of Extension Education (3 cr.)</td>
</tr>
<tr>
<td>Bus 311 Introduction to Management (3 cr.)</td>
</tr>
<tr>
<td>Bus 413 Organizational Behavior (3 cr.)</td>
</tr>
<tr>
<td>Bus 418 Organizational Theory (3 cr.)</td>
</tr>
<tr>
<td>MS 101/111 Introduction to Military Science/Leadership Lab (2 cr.)</td>
</tr>
<tr>
<td>MS 102/112 Fundamentals of Leadership and Management/Leadership Lab (3 cr.)</td>
</tr>
<tr>
<td>MS 201/211 Applied Leadership and Management/Leadership Lab (3 cr.)</td>
</tr>
<tr>
<td>MS 202/212 Applied Leadership and Management/Leadership Lab (3 cr.)</td>
</tr>
<tr>
<td>NR 310 Leadership for Natural Resource Management (1 cr.)</td>
</tr>
<tr>
<td>PEP 460 Competition and Social Values (2 cr.)</td>
</tr>
<tr>
<td>REC 254 Camp Leadership (3 cr.)</td>
</tr>
<tr>
<td>REC 320 Outdoor Recreation Leadership (2 cr.)</td>
</tr>
<tr>
<td>REC 329 Leadership in Recreation (3 cr.)</td>
</tr>
<tr>
<td>RRT 491 Wilderness Leadership for Personal Growth (3 cr.)</td>
</tr>
<tr>
<td>RRT 486 Public Involvement in Natural Resource Mngt. (3 cr.)</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
</tr>
<tr>
<td>AgEd 498 Internship (5-10 cr.)</td>
</tr>
<tr>
<td><strong>Total Leadership</strong></td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>Advisor approved electives</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Total for Major in Agricultural Science, Communication and Leadership 128
Agricultural Systems Management Major

Description of Major:
Agricultural Systems Management emphasizes the use and management of equipment and systems based on an understanding of their design and operation. Agricultural systems management courses are designed to provide students with experience in systems technology and analysis of agricultural equipment and machinery applications, feed and food processing, agricultural electrification, soil and water management, waste management, agricultural systems, and fabrication practices for agricultural and natural resource-based enterprises.

In addition to the Agricultural and Life Sciences Core listed above, this major requires the following courses:

<table>
<thead>
<tr>
<th>Business and Economics Requirements</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acct. 201 (Intro. to Financial Accounting (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Acct. 202 (Intro. to Managerial Accounting (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Ag Ec 278 Farm and Agribusiness Management (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>BLaw 265 Legal Environment of Business (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Econ 201 Principles of Economics (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Econ 202 Principles of Economics (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Business Elective (See list in Dept. office) (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Upper Division (300 level or higher) Ag Ec or Bus elective (3 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agricultural Systems Management Requirements</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASM 112 Intro. to Agricultural Systems management (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>ASM 200 Seminar (1 cr.)</td>
<td></td>
</tr>
<tr>
<td>ASM 202 Agricultural Shop Practices (2 cr.)</td>
<td></td>
</tr>
<tr>
<td>ASM 315 Irrigation Systems and Water Management (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>ASM 331 Electric Power Systems for Agriculture (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>ASM 409 Agricultural Tractors and Power Units (4 cr.)</td>
<td></td>
</tr>
<tr>
<td>ASM 433 Agricultural Processing Systems (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>BAE 478 Biological and Agricultural Engineering Design I (2 cr.)</td>
<td></td>
</tr>
<tr>
<td>BAE 479 Biological and Agricultural Engineering Design II (2 cr.)</td>
<td></td>
</tr>
<tr>
<td>BAE 491 Seminar (1 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering and Physics Requirements</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engr 105 Engineering Graphics (2 cr.) OR PTTE 267 Computer Aided Design (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>AND Phys 100 Fundamentals of Physics OR Phys 111 General Physics I OR Phys 211 Engineering Physics I (4 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agriculture and Life Science Requirements</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>PISC 102 The Science of Plants in Agriculture (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Soil 206 The Soil Ecosystem Lab (1 cr.)</td>
<td></td>
</tr>
<tr>
<td>Agriculture and Technical Electives (See list in Dept. Office) (19 cr.)</td>
<td></td>
</tr>
<tr>
<td>Life Science Electives (See list in Dept. Office) (3 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

| Electives | Advisor approved electives | 2 |

Total for Major in Agricultural Systems Management 128-129
Description of the Sustainable Crop and Landscape Systems Major:
The Department of Plant, Soil, and Entomological Sciences offers the major Sustainable Crop and Landscape Systems focusing on the application of science to sustain and enhance human life. The program includes emphasis areas that focus on the earth’s biological and physical resources in agricultural, urban and natural landscapes. Selection of an emphasis area and appropriate courses from lists of recommended courses prepares students for graduate education or careers in agriculture, horticulture, environmental science, soil science, or an array of biological and ecological sciences. Students in agriculture and horticulture develop skills needed for professional careers in crop production, plant maintenance, pest control, biotechnology, and biological control of insects, weeds, and diseases. Students in soil and water resources prepare for careers relevant to environmental quality and the protection, restoration, and sustainable use of soil and water resources. Specialization in entomology or more basic areas of plant sciences, e.g. molecular biology, can prepare students for continuing education or employment in many fields of biology and ecology.

Major in Sustainable Crop and Landscape Systems Major Core

<table>
<thead>
<tr>
<th>Science Requirements</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 213 Principles of Biological Structure and Function of Life OR</td>
<td></td>
</tr>
<tr>
<td>PlSc 205 General Botany (4 cr.)</td>
<td></td>
</tr>
<tr>
<td>AND:</td>
<td></td>
</tr>
<tr>
<td>Chem 275 Carbon Compounds OR</td>
<td></td>
</tr>
<tr>
<td>Chem 277 Organic Chemistry I (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>MMBB 300 Survey of Biochemistry (3 cr.) OR</td>
<td></td>
</tr>
<tr>
<td>Chem 253 Quantitative Analysis (5 cr.) (based on emphasis area)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entomology Requirement</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ent 322 General and Applied Entomology (4 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plant Science Requirement</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PlSc 102 The Science of Plants in Agriculture (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>PlSc 400 Seminar (1 cr.)</td>
<td></td>
</tr>
<tr>
<td>PlSc 415 Plant Pathology or Soil 425 Microbial Ecology (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>PlSc 438 Pesticides in the Environment (3 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

Total                                             24-26
Emphasis Areas within the Sustainable Crop and Landscape Systems Major:
Within this major we offer five emphasis areas: Sustainable Cropping Systems, Environmental Horticulture, Insects and Society, Plant Biotechnology and Soil and Water Resources. These offer students opportunities in numerous areas of interest and allow flexibility to develop a study plan targeted to a student’s specific interests and goals. Examples of interest areas include: Agroecology, Sustainable Landscapes, Organic Farming, Turf and Landscape Management, Native Plants, Horticultural Entrepreneurship, and Entomology. To illustrate the breadth of education that is available, recommended courses for students interested in each emphasis area follow (these courses are in addition to the Agricultural and Life Sciences Core listed above):

Recommended Emphasis Option Courses for Students Interested in Insects and Society (45 credits)

<table>
<thead>
<tr>
<th>Biology and Chemistry Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 116 Organisms and Environment (4 cr.)</td>
</tr>
<tr>
<td>Biol 210 (4 credits) or Gene 314 Genetics (3 cr.)</td>
</tr>
<tr>
<td>Biol 212 Molecular and Cellular Biology (4 cr.)</td>
</tr>
<tr>
<td>Biol 314 Ecology and Population Biology (4 cr.)</td>
</tr>
<tr>
<td>Biol 341 Systematic Botany (3 cr.)</td>
</tr>
<tr>
<td>Biol 484 Invertebrate Zoology (4 cr.)</td>
</tr>
<tr>
<td>Chem 112 Principles of Chemistry II (5 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entomology Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ent 440 Insect Identification (4 cr.)</td>
</tr>
<tr>
<td>Ent 441 Insect Ecology (3 cr.)</td>
</tr>
<tr>
<td>Ent 446 Host Plant Resistance to Insects and Pathogens (3 cr.)</td>
</tr>
<tr>
<td>Ent 484 Insect Anatomy and Physiology (4 cr.)</td>
</tr>
<tr>
<td>Ent 491 Insect Pest Management (3 cr.)</td>
</tr>
<tr>
<td>Entomology electives (5 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math and Physics Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 170 Analytical Geometry and Calculus (4 cr.)</td>
</tr>
<tr>
<td>Mathematics electives (4 cr.)</td>
</tr>
<tr>
<td>Physics electives (4 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biotechnology and Life Science Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology elective (3 cr.)</td>
</tr>
<tr>
<td>Life Science electives (6 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Advisor approved electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11-13</td>
</tr>
</tbody>
</table>

Total for Major in Sustainable Crop and Landscape Systems (emphasis in Insects and Society) 128
Recommended Emphasis Option Courses for Students Interested in Soil and Water Resources
(45 credits)

<table>
<thead>
<tr>
<th>Science Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 112 Principles of Chemistry II (5 cr.)</td>
</tr>
<tr>
<td>Geol 101 Physical Geology (4 cr.)</td>
</tr>
<tr>
<td>Physics 111 &amp; 112 General physics I &amp; II (8 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math and Computer Science Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101 Intro to Comp Sci OR</td>
</tr>
<tr>
<td>CS 112 Intro to Problem Solving and Programming (3 cr.)</td>
</tr>
<tr>
<td>Math 160 Survey of Calculus OR</td>
</tr>
<tr>
<td>Math 170 Analytical Geometry and Calculus (4 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soils Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil 206 The Soil Ecosystem Laboratory (1 cr.)</td>
</tr>
<tr>
<td>Soil 415 Soil Physics (3 cr.)</td>
</tr>
<tr>
<td>Soil 422 Environmental Soil Chemistry (3 cr.)</td>
</tr>
<tr>
<td>Soil 437 Soil Biology or Soil 425 Microbial Ecology (3 cr.)</td>
</tr>
<tr>
<td>Soil 446 Soil Fertility (3 cr.)</td>
</tr>
<tr>
<td>Soil 454 Soil Development and Classification (3 cr.)</td>
</tr>
<tr>
<td>Soil 499 DS: Professional certification (1 cr.)</td>
</tr>
</tbody>
</table>

Total 45

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor approved electives</td>
</tr>
</tbody>
</table>

Total for Major in Sustainable Crop and Landscape Systems (emphasis in Soil and Water Resources) 128
### Recommended Emphasis Option Courses for Students Interested in Sustainable Cropping Systems (45 credits)

<table>
<thead>
<tr>
<th>Science Recommendations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 276 Carbon Compounds Lab OR Chem 278 Organic Chemistry I Lab (1 cr.) Gen 314 General Genetics (3 cr.) MMBB 154, 155 Introductory Microbiology and Lab OR MMBB 250, 255 General Microbiology and Lab (4 cr.) Biol electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plant Science Recommendations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PIsc 338 Weed Control (3 cr.) PIsc 398 Internship OR PIsc 499 Directed Study (3 cr.) PIsc 401 Plant Growth and Development (3 cr.) PIsc 407 Field Crop Production (3 cr.) PIsc 360 World Agricultural Systems (3 cr.) (WSU) PIsc 408 Cereal Science (3 cr.) PIsc 410 Biology of Weeds (3 cr.) PIsc 418 Post Harvest Biology and Technology (3 cr.) (WSU) PIsc 446 Plant Breeding (3 cr.) PIsc 480 Field Trip (1 cr.) PIsc 490 Potato Science (3 cr.) PIsc 499 Directed Study (credits arranged) PIsc electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soils Recommendations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil 206 The Soil Ecosystem Lab (1 credit) Soil 446 Soil Fertility (3 credits)</td>
<td>Total 45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Electives from among:</th>
<th>9-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Animal and Veterinary Sciences, Agricultural Economics, Biology, Business, Business Law, Chemistry, Computer Sciences, Economics, Entomology, Foreign Languages (maximum of 4 credits), Forestry, Landscape Architecture, Microbiology, Molecular Biology and Biochemistry, Physics, Plant Science, Rangeland Ecology and Management, Soils</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Advisor approved electives 7</th>
</tr>
</thead>
</table>

Total for Major in Sustainable Crop and Landscape Systems (emphasis in Sustainable Cropping Systems) 128
### Science Recommendations

- Chem 276 Carbon Compounds Lab OR Chem 278 Organic Chemistry I Lab (1 cr.)
- Gen 314 General Genetics (3 cr.)
- MMBB 154, 155 Introductory Microbiology and Lab OR MMBB 250, 255 General Microbiology and Lab (4 cr.)
- LArc electives

### Plant Science Recommendations

- PlSc 201 Principles of Horticulture (3 cr.)
- PlSc 300 Plant Propagation (3 cr.)
- PlSc 302 Golf and Sports Turf Management (3 cr.)
- PlSc 310 Pomology (3 cr.) (WSU)
- PlSc 311 Pomology Lab (1 cr.) (WSU)
- PlSc 313 Viticulture (3 cr.) (WSU)
- PlSc 320 Olericulture – Commercial Vegetable Crops (1 cr.) (WSU)
- PlSc 321 Olericulture Lab – Commercial Vegetable Crops (1 cr.) (WSU)
- PlSc 334 Controlled Environments for Horticulture Production (3 cr.) (WSU)
- PlSc 338 Weed Control (3 cr.)
- PlSc 340 Nursery Management (3 cr.)
- PlSc 341 Nursery Management Lab (1 cr.)
- PlSc 398 Internship OR PlSc 499 Directed Study (3 cr.)
- PlSc 401 Plant Growth and Development (3 cr.)
- PlSc 433 Plant Tissue Culture Techniques (3 cr.)
- PlSc 439 Ornamental Plant Production (4 cr.) (WSU)
- PlSc 464 Landscape Maintenance (3 cr.)
- PlSc 480 Field Trip (1 cr.)
- PlSc 499 Directed Study (credits arranged)
- PlSc electives

### Soils Recommendations

- Soil 206 The Soil Ecosystem Lab (1 credit)

Total: 45

### Specialization Electives from among:

Accounting, Animal and Veterinary Sciences, Agricultural Economics, Biology, Business, Business Law, Chemistry, Computer Sciences, Economics, Entomology, Foreign Languages (maximum of 4 credits), Forestry, Landscape Architecture, Microbiology, Molecular Biology and Biochemistry, Physics, Plant Science, Rangeland Ecology and Management, Soils

<table>
<thead>
<tr>
<th>Electives</th>
<th>Advisor approved electives</th>
<th>7</th>
</tr>
</thead>
</table>

Total for Major in Sustainable Crop and Landscape Systems (emphasis in Environmental Horticulture) 128
Recommended Emphasis Option Courses for Students Interested in Plant Biotechnology (45 credits)

<table>
<thead>
<tr>
<th>Science Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 444 Genomics (3 cr.)</td>
</tr>
<tr>
<td>Chem 276 Carbon Compounds Lab OR</td>
</tr>
<tr>
<td>Chem 278 Organic Chemistry I Lab (1 cr.)</td>
</tr>
<tr>
<td>CropS 425 Crop Biotechnology (3 cr.) (WSU)</td>
</tr>
<tr>
<td>Gen 314 General Genetics (3 cr.)</td>
</tr>
<tr>
<td>MMBB 154, 155 Introductory Microbiology and Lab OR</td>
</tr>
<tr>
<td>MMBB 250, 255 General Microbiology and Lab (4 cr.)</td>
</tr>
<tr>
<td>MMBB 380 Introductory Biochemistry (3 cr.)</td>
</tr>
<tr>
<td>MMBB 485 Prokaryotic Molecular Biology (3 cr.)</td>
</tr>
<tr>
<td>MMBB 487 Eukaryotic Microbiology (3 cr.)</td>
</tr>
<tr>
<td>MMBB 487 Genetic Engineering (3 cr.)</td>
</tr>
<tr>
<td>Biol electives</td>
</tr>
<tr>
<td>MMBB electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plant Science Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PlSc 300 Plant Propogation (3 cr.)</td>
</tr>
<tr>
<td>PlSc 398 Internship OR PlSc 499 Directed Study (3 cr.)</td>
</tr>
<tr>
<td>PlSc 401 Plant Growth and Development (3 cr.)</td>
</tr>
<tr>
<td>PlSc 418 Post Harvest Biology and Technology (3 cr.) (WSU)</td>
</tr>
<tr>
<td>PlSc 433 Plant Tissue Culture Techniques (3 cr.)</td>
</tr>
<tr>
<td>PlSc 446 Plant Breeding (3 cr.)</td>
</tr>
<tr>
<td>PlSc 464 Landscape Maintenance (3 cr.)</td>
</tr>
<tr>
<td>PlSc 480 Field Trip (1 cr.)</td>
</tr>
<tr>
<td>PlSc 499 Directed Study (credits arranged)</td>
</tr>
<tr>
<td>PlSc electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Electives from among:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Animal and Veterinary Sciences, Agricultural Economics, Biology, Business, Business Law, Chemistry, Computer Sciences, Economics, Entomology, Foreign Languages (maximum of 4 credits), Forestry, Landscape Architecture, Microbiology, Molecular Biology and Biochemistry, Physics, Plant Science, Rangeland Ecology and Management, Soils</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Advisor approved electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total for Major in Sustainable Crop and Landscape Systems (emphasis in Sustainable Cropping Systems) 128
Required course work includes the university requirements (see regulation J-3) and:

- Acct 201 Introduction to Financial Accounting (3 cr)
- Acct 202 Introduction to Managerial Accounting (3 cr)
- AgEc 278 Farm and Agribusiness Management (4 cr)
- AgEc 299 Agricultural Markets and Prices (3 cr)
- AgEd 406 Exploring International Agriculture (2 cr)
- AgEd 450 Developing Leaders (2 cr)
- AgEd 451 Communicating in Agriculture (2 cr)
- AgEd 498 (s) Internship (5-10 cr)
- ASM 305 GPS and Precision Agriculture (3 cr)
- Biol 115 Cells and the Evolution of Life (4 cr)
- Chem 101 Introduction to Chemistry I or Chem 111 Principles of Chemistry I (4 cr)
- Comm 101 Fundamentals of Public Speaking (2 cr)
- Econ 202 Principles of Economics (3 cr)
- Engl 313 Business Writing or Engl 317 Technical Writing (3 cr)
- Soil 205 The Soil Ecosystem (3 cr)
- Stat 251 Statistical Methods (3 cr)
- Additional Natural and Applied Sciences (8 cr)
- Upper-Division Agricultural Economics elective (3 cr)
- One of the following (3-4 cr):
  - Math 130 Finite Mathematics (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)
- One of the following (18 cr):
  - Nine credits in two different subject areas chosen from Agricultural System Management (ASM), Animal and Veterinary Science (AVS), Entomology (Ent), Family and Consumer Science (FCS), Food Science (FS), Plant Science (PlSc), and Soils (Soil).
  - 12 credits in one subject area chosen from Agricultural System Management (ASM), Animal and Veterinary Science (AVS), Entomology (Ent), Family and Consumer Science (FCS), Food Science (FS), Plant Science (PlSc), and Soils (Soil) AND Six credits from a Foreign Language.
- Communication Electives including one upper-division course (12 cr):
  - Comm 233 Interpersonal Communication (3 cr)
  - Comm 235 Organizational Communication (3 cr)
  - Comm 331 Conflict Management (3 cr)
  - Comm 332 Communication and the Small Group (3 cr)
  - Comm 431 Applied Business and Professional Communication (3 cr)
  - JAMM 121 Media Writing (3 cr)
  - JAMM 252 Principles of Public Relations (3 cr)
- Leadership Electives (12 cr):
  - AgEd 253 Parliamentary Procedure (1 cr)
  - AgEd 358 Developing 4-H Youth Programs (2 cr)
  - AgEd 448 Foundations of Extension Education (2 cr)
  - Bus 311 Introduction to Management (3 cr)
  - Bus 413 Leadership and Organizational Behavior (3 cr)
  - Bus 418 Organization Design and Changes (3 cr)
  - CSS 486 Public Involvement in Natural Resource Management (3 cr)
  - CSS 491 Wilderness Leadership for Personal Growth (3 cr)
  - MS 101 Introduction to Military Science (1 cr) and MS 111 Leadership Lab (1 cr)
  - MS 102 Fundamentals of Leadership and Management (1 cr) and MS 112 Leadership Lab (1 cr)
  - MS 201 Applied Leadership and Management (2 cr) and MS 211 Leadership Lab (1 cr)
  - MS 202 Applied Leadership and Management (2 cr) and MS 212 Leadership Lab (1 cr)
  - NR 310 Leadership for Natural Resources Management (1 cr)
  - PEP 460 Competition and Social Values (3 cr)
  - Rec 254 Camp Leadership (3 cr)
  - Rec 320 Outdoor Recreation Leadership (2 cr)

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

- Acct 201 Introduction to Financial Accounting (3 cr)
- Acct 202 Introduction to Managerial Accounting (3 cr)
- AgEc 278 Farm and Agribusiness Management (4 cr)
- AgEd 406 Exploring International Agriculture (2 cr)
- ASM 112 Introduction to Agricultural Systems Management (3 cr)
- ASM 200 Seminar (1 cr)
- ASM 202 Agricultural Shop Practices (2 cr)
- ASM 305 GPS and Precision Agriculture (3 cr)
- ASM 315 Irrigation Systems and Water Management (3 cr)
- ASM 331 Electric Power Systems for Agriculture (3 cr)
- ASM 409 Agricultural Tractors, Power Units and Machinery Management (3 cr)
ASM 433 Agricultural Processing Systems (3 cr)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
BAE 491 Senior Seminar (1 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
BLaw 265 Legal Environment of Business (3 cr)
Chem 101 Introduction to Chemistry I or Chem 111 Principles of Chemistry I (4 cr)
Comm 101 Fundamentals of Public Speaking (2 cr)
Econ 201 Principles of Economics (3 cr)
Econ 202 Principles of Economics (3 cr)
Engr 105 Engineering Graphics or PTTE 267 Computer Aided Drafting/Design (2-3 cr)
Engl 313 Business Writing or Engl 317 Technical Writing (3 cr)
PSc 102 The Science of Plants in Agriculture (3 cr)
Soil 205 The Soil Ecosystem (3 cr)
Soil 206 The Soil Ecosystem Lab (1 cr)
Stat 251 Statistical Methods (3 cr)
Agricultural and Technical Electives (19 cr)
Business Elective (3 cr)
Life Science Elective (3 cr)
Upper-Division Agricultural Economics or Business elective (3 cr)
One of the following (3-4 cr):
\begin{itemize}
\item Math 130 Finite Mathematics (3 cr)
\item Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
\item Math 160 Survey of Calculus (4 cr)
\item Math 170 Analytic Geometry and Calculus I (4 cr)
\end{itemize}
One of the following (4 cr):
\begin{itemize}
\item Phys 100 Fundamentals of Physics (4 cr)
\item Phys 111 General Physics I (4 cr)
\item Phys 211 Engineering Physics I (4 cr)
\end{itemize}

**Sustainable Crop and Landscape Systems (B.S.Ag.L.S.)**

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

AgEd 406 Exploring International Agriculture (2 cr)
ASM 305 GPS and Precision Agriculture (3 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 213 Principles of Biological Structure and Function or PSc 205 General Botany (4 cr)
Chem 101 Introduction to Chemistry I or Chem 111 Principles of Chemistry I (4 cr)
Chem 275 Organic Chemistry I (3 cr)
Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 313 Business Writing or Engl 317 Technical Writing (3 cr)
Ent 322 General and Applied Entomology (4 cr)
MMBB 300 Survey of Biochemistry or Chem 253 Quantitative Analysis (3-5 cr)
PSc 102 The Science of Plants in Agriculture (3 cr)
PSc 400 (s) Seminar (1 cr)
PSc 415 Plant Pathology (3 cr)
PSc 438 Pesticides in the Environment (3 cr)
Soil 205 The Soil Ecosystem (3 cr)
Stat 251 Statistical Methods (3 cr)
One of the following (3-4 cr):
\begin{itemize}
\item Math 130 Finite Mathematics (3 cr)
\item Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
\item Math 160 Survey of Calculus (4 cr)
\item Math 170 Analytic Geometry and Calculus I (4 cr)
\end{itemize}

And one of the following emphases:

**A. Insects and Society**

Courses selected from the following areas (45 cr):

- Biology and Chemistry Recommendations

  Biol 116 Organisms and Environments (4 cr)
  Biol 210 Genetics (4 cr)
  Biol 212 Molecular and Cellular Biology (4 cr)
  Biol 314 Ecology and Population Biology (4 cr)
  Chem 112 Principles of Chemistry II (5 cr)
  Gene 314 General Genetics (3 cr)
  REM 341 Systematic Botany (3 cr)

- Entomology Recommendations

  Ent 440 Insect Identification (4 cr)
  Ent 441 Insect Ecology (3 cr)
Ent 446 Host Plant Resistance to Insects and Pathogens (3 cr)
Ent 484 Insect Anatomy and Physiology (4 cr)
Ent 491 Principles of Insect Pest Management (3 cr)
Entomology Electives (5 cr)

Math and Physics Recommendations
Mathematics Electives (4 cr)
Physics Electives (4 cr)

Biotechnology and Life Science Recommendations
Biotechnology Elective (3 cr)
Life Science Electives (6 cr)

B. Soil and Water Resources

Courses selected from the following areas (45 cr):

Science Recommendations
Chem 112 Principles of Chemistry II (5 cr)
Geol 101 Physical Geology (4 cr)
Phys 111 General Physics I (4 cr)
Phys 112 General Physics II (4 cr)

Math and Computer Science Recommendations
CS 101 Introduction to Computer Science (3 cr)
CS 112 Introduction to Problem Solving and Programming (3 cr)

Soils Recommendations
Soil 206 The Soil Ecosystem Lab (1 cr)
Soil 415 Soil and Environmental Physics (3 cr)
Soil 422 Environmental Soil Chemistry (3 cr)
Soil 425 Microbial Ecology (3 cr)
Soil 437 Soil Biology (3 cr)
Soil 446 Soil Fertility (3 cr)
Soil 454 Soil Development and Classification (3 cr)
Soil 499 Directed Study (1 cr)

C. Sustainable Cropping Systems

Specialization Electives (9-13 cr):
Accounting
Animal and Veterinary Sciences
Agricultural Economics
Biology
Business
Business Law
Chemistry
Computer Science
Economics
Entomology
Foreign Languages (max 4 credits)
Forest Products
Forest Resources
Landscape Architecture
Microbiology, Molecular Biology and Biochemistry
Physics
Plant Science
Rangeland Ecology and Management
Soils

Courses selected from the following areas (45 cr):

Science Recommendations
Chem 276 Carbon Compounds Lab (1 cr)
Chem 278 Organic Chemistry I Lab (1 cr)
Gene 314 General Genetics (3 cr)
MMBB 154, 155 Introductory Microbiology and Lab (4 cr)
MMBB 250, 255 General Microbiology and Lab (5 cr)
Biology Electives

Plant Science Recommendations
PlSc 338 Weed Control (3 cr)
PlSc 360  World Agricultural Systems (3 cr)
PlSc 398  Internship (3 cr)
PlSc 401  Plant Growth and Development (3 cr)
PlSc 407  Field Crop Production (3 cr)
PlSc 408  Cereal Science (3 cr)
PlSc 410  Biology of Weeds (3 cr)
PlSc 418  Post-Harvest Biology and Technology (3 cr)
PlSc 446  Plant Breeding (3 cr)
PlSc 480  Field Trip (1 cr)
PlSc 499  Directed Study (cr arr)

Plant Science Electives

Soils Recommendations

Soil 206  The Soil Ecosystem Lab (1 cr)
Soil 446  Soil Fertility (3 cr)

D. Environmental Horticulture

Specialization Electives (9-13 cr):
Accounting
Animal and Veterinary Sciences
Agricultural Economics
Biology
Business
Business Law
Chemistry
Computer Science
Economics
Entomology
Foreign Languages (max 4 credits)
Forest Products
Forest Resources
Landscape Architecture
Microbiology, Molecular Biology and Biochemistry
Physics
Plant Science
Rangeland Ecology and Management
Soils

Courses selected from the following areas (45 cr):

Science Recommendations

Chem 276  Carbon Compounds Lab (1 cr)
Chem 278  Organic Chemistry I: Lab (1 cr)
Gene 314  General Genetics (3 cr)
MMBB 154, 155  Introductory Microbiology and Lab (4 cr)
MMBB 250, 255  General Microbiology and Lab (5 cr)
Landscape Architecture Electives

Plant Science Recommendations

PlSc 201  Principles of Horticulture (3 cr)
PlSc 300  Plant Propagation (3 cr)
PlSc 302  Golf and Sports Turf Management (3 cr)
PlSc 310  Pomology (3 cr)
PlSc 311  Pomology Laboratory (1 cr)
PlSc 313  Viticulture and Small Fruits (3 cr)
PlSc 320  Olericulture--Commercial Vegetable Crops (3 cr)
PlSc 334  Controlled Environments for Horticultural Production (3 cr)
PlSc 338  Weed Control (3 cr)
PlSc 340  Nursery Management (3 cr)
PlSc 341  Nursery Management Laboratory (1 cr)
PlSc 398  Internship (1-6 cr, max 6)
PlSc 401  Plant Growth and Development (3 cr)
PlSc 433  Plant Tissue Culture Techniques (3 cr)
PlSc 439  Ornamental Plant Production (4 cr)
PlSc 464  Landscape Maintenance (3 cr)
PlSc 480  Field Trip (1 cr)
PlSc 499  Directed Study (cr arr)

Plant Science Electives

Soils Recommendations

Soil 206  The Soil Ecosystem Lab (1 cr)
E. Plant Biotechnology

Specialization Electives (9-13 cr):
- Accounting
- Animal and Veterinary Sciences
- Agricultural Economics
- Biology
- Business
- Business Law
- Chemistry
- Computer Science
- Economics
- Entomology
- Foreign Languages (max 4 credits)
- Forest Products
- Forest Resources
- Landscape Architecture
- Microbiology, Molecular Biology and Biochemistry
- Physics
- Plant Science
- Rangeland Ecology and Management
- Soils

Courses selected from the following areas (45 cr):

Science Recommendations
- Biol 444 Genomics (3 cr)
- Chem 276 Carbon Compounds Lab (1 cr)
- Chem 278 Organic Chemistry I: Lab (1 cr)
- Gene 314 General Genetics (3 cr)
- MMBB 154, 155 Introductory Microbiology and Lab (4 cr)
- MMBB 250, 255 General Microbiology and Lab (5 cr)
- MMBB 380 Introductory Biochemistry (4 cr)
- MMBB 485 Prokaryotic Molecular Biology (3 cr)
- MMBB 487 Eukaryotic Molecular Genetics (3 cr)
- MMBB 488 Genetic Engineering (3 cr)

Plant Science Recommendations
- PlSc 300 Plant Propagation (3 cr)
- PlSc 398 Internship (1-6 cr, max 6)
- PlSc 401 Plant Growth and Development (3 cr)
- PlSc 418 Post-Harvest Biology and Technology (3 cr)
- PlSc 433 Plant Tissue Culture Techniques (3 cr)
- PlSc J446/J546 Plant Breeding (3 cr)
- PlSc 464 Landscape Maintenance (3 cr)
- PlSc 480 Field Trip (1 cr)
- PlSc 499 Directed Study (cr arr)

Plant Science Electives
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. Agricultural and Life Sciences

Discussion:
The Dean and Associate Dean presented the rationale for consolidating these four programs (B.S. A.S.M., B.S. A.S.T., B.S. Agroecolo.Hort.Environ., and B.S. A.E.E. – A.I.M.C.) into one degree – B.S. Agricultural and Life Sciences. A committee member asked how these consolidations will save money. The Associate Dean clarified that money will be saved through salary savings.

The representative from the Agricultural Education department voiced his department’s support of the NOI. The representative from the Plant, Soil, and Entomological Sciences department volunteered to answer questions from others, but did not feel comfortable speaking for his entire department. He was asked no questions. The representative from the Biological and Agricultural Engineering department did not voice an opinion about this NOI.

The other points discussed revolved around catalog language and the NOI Approval Tracking Form, and are not pertinent to this document.

Vote: 1 in favor, 1 opposed, 5 abstaining
Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

Discussion:

UCC-09-095, 09-096, 09-097, 09-098, & 09-106 College of Agricultural and Life Sciences

Following an extensive discussion concerning all of these NOIs the committee voted to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together as one single motion.

The committee first reviewed the proposed Notice of Intent (NOI) (UCC-09-096) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option. The committee approved the proposed NOI 12 for and 0 against.

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-097) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agroecol.Hort.Environ.) and its associated options. Committee member Wells asked about the statement that indicated the department felt that enrollments would drop with the proposed name change (see UCC-09-095). Bob Zemetra noted that the change is not by choice. Committee member Krogh asked if this series of changes was nothing more than one-to-one name changes. Ding Johnson noted that these changes were completed in haste to meet the proposed timelines. Zemetra highlighted the frequency of name changes for the plant, soil and entomological sciences majors has hurt their ability to market their majors. Committee member Secrist asked if these changes would strength the agriculture program or diminish them. Zemetra indicated he felt it would do both for PSES. Better names for their major would aid in marketing, but the lack of specific degrees would hurt some. Jim Connors indicated that he felt the change would strength the program due to the inclusion of the leadership components. The committee approved the motion to defer vote of UCC-09-097 until UCC-09-095 has been considered (no formal vote count recorded).

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-095) from the College of Agricultural and Life Sciences to create the Bachelor of Science in Agricultural and Life Sciences degree (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology. Committee member Wells asked if this new degree would save money or cost money. The committee noted that the enrollment data combined the enrollments from all programs being dropping that are being subsumed into this proposed degree. Committee chair Dacey asked why the vote of 1 approve, 1 deny and 5 abstentions from the college curriculum committee (APAC) on this NOI. Andrew Brewick reviewed APAC’s vote and provides some of the comments to the committee from Dean Hammel. Dacey asked what positions were not being filled that provided the savings listed on the NOI. Ding Johnson indicated that the positions not being filled were: Plant Pathology and
Undergraduate Horticulture. Bob Zemetra provided insight on why the emphases were divided up as they have been. Zemetra also commented that it is the department’s hope that the new names will be more attractive to students and will aid in marketing. Johnson and Brewick explained that the college intends to develop a Core Discovery course aimed primarily at agricultural students and would encourage their students to take it. Dacey asked if there was really only 4 agricultural courses that is being required of all 3 majors under the B.S.Ag.L.S. Zemetra noted that all the programs coming together on this degree are radically different from each other and finding a common set of courses between them all is challenging especially given the short time span this all had to be accomplished in. Committee members Holbrook and Zwainz noted their opposition to this proposed NOI. The committee discussed tabling NOIs 09-095, 09-096, 09-097, 09-098, & 09-106 until more of their questions could be answered by the departments involved in this new program. Johnson noted that modifying courses to better fit into a common core will take time to accomplish. Johnson further added that it is his feeling that the new names are an improvement and will aid in marketing. Committee member Eckwright asked how the department would market this major. Zemetra provides some ideas on how the department might approach that. Committee member Hill asked if the department had considered more coordination with Washington State University (WSU). Johnson and Zemetra indicated that the department is currently working with WSU to create a greater level of cooperation between the two institutions.

The committee approved a motion to reconsider UCC-09-096 12 for and 0 against.

The committee denied a motion to defer items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 until next meeting 4 for and 7 against with 1 abstention.

The committee approved the motion to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together 12 for and 0 against.

The committee Denied the proposed NOIs 0 for and 10 against with 2 abstentions, and will forward the proposed NOIs to Faculty Council for review.

Note:

UCC-09-095 – Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

UCC-09-096 – Discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option.

UCC-09-097 – Discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agroecol.Hort.Environ.) and its associated options.

UCC-09-098 – Discontinue the Bachelor of Science in Agricultural Systems Management degree (B.S.A.S.M.) and its associated options.

UCC-09-106 – Discontinue the Bachelor of Science in Agricultural Science and Technology degree (B.S.Ag.Sci.Tech.) and its associated major.

Vote: Denied – 0 for and 10 against with 2 abstentions
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: COLLEGE OF AGRICULTURE & LIFE SCIENCES
Name of Department(s) or Area(s): AGRICULTURAL AND EXTENSION EDUCATION

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

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

Discontinue BACHELOR OF SCIENCE IN AGRICULTURAL EDUCATION - INDUSTRY MANAGEMENT AND COMMUNICATIONS OPTION

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

Dean’s signature on file  2/18/09

College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Agricultural and Extension Education Department is discontinuing the program leading to the Bachelor of Science in Agricultural Education – Agricultural Industry Management and Communications Option.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   The BS in Agricultural Education – Agricultural Industry Management and Communications Option has enrolled a very low number of students (graduating 4 - 5 per year) in recent years.

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

   Discontinuing the BS in Agricultural Education – Agricultural Industry Management and Communications Option, will have no effect on continuing programs of the Agricultural and Extension Education Department.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   **None offered.**

   Enrollment and Graduates (i.e., number of majors or other relevant data)
   By Institution for the Proposed Program
   Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 12/10/08

Page 2
Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable.

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

   Yes  X  No _____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY ______</th>
<th>FY ______</th>
<th>FY ______</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. A.I.M.C.

Discussion:
The representative from Agricultural Education gave the support of the department to this discontinuance, and no other discussion occurred.

Vote: 6 in favor, 0 opposed
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee:  Dr. Jim Connors, Dept. Chair
            Dr. Lou Riesenberg, Professor
            Dr. Ben Swan, Assistant Professor
            Dr. Kattlyn Wolf, Assistant Professor
            Ms. Allison Touchstone, Senior Instructor

Program/Degree:  B.S. Agricultural Science & Technology (AST)
                 Agricultural Industry Management and Communication (AIMC)
                 Option within the B.S. Agricultural Education

                 Proposed new B.S. Agricultural and Life Sciences with a major in Agricultural Science, Communication, and Leadership

Discussion:  The committee was very supportive of the combination of AST and AIMC into a new major in Agricultural Science, Communication, and Leadership in the B.S. in Ag. & Life Sciences.

            The main concern of the committee was the ability to offer courses through distance education to students enrolling in the new B.S. degree program at the U of I Twin Falls campus. The AST degree that is being eliminated is the College of Agriculture and Life Sciences’ off-campus degree offered to students in southern Idaho.

Vote:  5 – Aye
        0 - No
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

Discussion:

UCC-09-095, 09-096, 09-097, 09-098, & 09-106  College of Agricultural and Life Sciences

Following an extensive discussion concerning all of these NOIs the committee voted to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together as one single motion.

The committee first reviewed the proposed Notice of Intent (NOI) (UCC-09-096) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option. The committee approved the proposed NOI 12 for and 0 against.

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-097) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agroecol.Hort.Environ.) and its associated options. Committee member Wells asked about the statement that indicated the department felt that enrollments would drop with the proposed name change (see UCC-09-095). Bob Zemetra noted that the change is not by choice. Committee member Krogh asked if this series of changes was nothing more than one-to-one name changes. Ding Johnson noted that these changes were completed in haste to meet the proposed timelines. Zemetra highlighted the frequency of name changes for the plant, soil and entomological sciences majors has hurt their ability to market their majors. Committee member Secrist asked if these changes would strength the agriculture program or diminish them. Zemetra indicated he felt it would do both for PSES. Better names for their major would aid in marketing, but the lack of specific degrees would hurt some. Jim Connors indicated that he felt the change would strength the program due to the inclusion of the leadership components. The committee approved the motion to defer vote of UCC-09-097 until UCC-09-095 has been considered (no formal vote count recorded).

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-095) from the College of Agricultural and Life Sciences to create the Bachelor of Science in Agricultural and Life Sciences degree (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology. Committee member Wells asked if this new degree would save money or cost money. The committee noted that the enrollment data combined the enrollments from all programs being dropping that are being subsumed into this proposed degree. Committee chair Dacey asked why the vote of 1 approve, 1 deny and 5 abstentions from the college
committee (APAC) on this NOI. Andrew Brewick reviewed APAC’s vote and provides some of the comments to
the committee from Dean Hammel. Ding Johnson indicated that the positions not being filled were: Plant Pathology and
Undergraduate Horticulture. Bob Zemetra provided insight on why the emphases were divided up as they have
been. Zemetra also commented that it is the department’s hope that the new names will be more attractive to
students and will aid in marketing. Johnson and Brewick explained that the college intends to develop a Core
Discovery course aimed primarily at agricultural students and would encourage their students to take it. Dacey asked if there was really only 4 agricultural courses that is being required of all 3 majors under the B.S.Ag.L.S.
Zemetra noted that all the programs coming together on this degree are radically different from each other and
finding a common set of courses between them all is challenging especially given the short time span this all had
to be accomplished in. Committee members Holbrook and Zwainz noted their opposition to this proposed NOI.
The committee discussed tabling NOIs 09-095, 09-096, 09-097, 09-098, & 09-106 until more of their questions
could be answered by the departments involved in this new program. Johnson noted that modifying courses to
better fit into a common core will take time to accomplish. Johnson further added that it is his feeling that the
new names are an improvement and will aid in marketing. Committee member Eckwright asked how the
department would market this major. Zemetra provides some ideas on how the department might approach that.
Committee member Hill asked if the department had considered more coordination with Washington State
University (WSU). Johnson and Zemetra indicated that the department is currently working with WSU to create a
greater level of cooperation between the two institutions.

The committee approved a motion to reconsider UCC-09-096 12 for and 0 against.

The committee denied a motion to defer items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 until next meeting
4 for and 7 against with 1 abstention.

The committee approved the motion to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together
12 for and 0 against.

The committee Denied the proposed NOIs 0 for and 10 against with 2 abstentions, and will forward the proposed
NOIs to Faculty Council for review.

Note:
UCC-09-095 – Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural
Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape
Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental
Horticulture; and Plant Biotechnology.

UCC-09-096 – Discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education
Agricultural Industry Management and Communication Option.

UCC-09-097 – Discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree

UCC-09-098 – Discontinue the Bachelor of Science in Agricultural Systems Management degree (B.S.A.S.M.) and its
associated options.

UCC-09-106 – Discontinue the Bachelor of Science in Agricultural Science and Technology degree (B.S.Ag.Sci.Tech.) and
its associated major.

Vote: Denied – 0 for and 10 against with 2 abstentions
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional
Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: COLLEGE OF AGRICULTURE & LIFE SCIENCES
Name of Department(s) or Area(s): PLANT, SOIL & ENTOMOLOGICAL SCIENCES

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

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or
Administrative/Research Unit (circle one) leading to:
Discontinue BACHELOR OF SCIENCE IN AGROECOLOGY, HORTICULTURE AND ENVIROMENTAL QUALITY

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

Dean’s signature on file  2/18/09
College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies  Date

State Administrator, SDPTE  Date

Chief Academic Officer, OSBE  Date

SBOE/OSBE Approval  Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Plant, Soils and Entomological Sciences Department is discontinuing the program leading to the Bachelor of Science in Agroecology, Horticulture, and Environmental Quality.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The BS in Agroecology, Horticulture, and Environmental Quality has enrolled a very low number of students (graduating approx. 10 per year) in recent years. However, it is anticipated that combining these disciplines into a combined degree program and dropping this standalone degree will make it even more difficult to recruit students into an area where industry indicates they are having a hard time finding graduates to fill job openings.

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

   Discontinuing the BS in Agroecology, Horticulture, and Environmental Quality will have no effect on continuing programs of the Plant, Soils and Entomological Sciences Department.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None offered.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable.

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

   Yes  X  No  ____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. P.S.E.S.

Discussion:
The Chair opened discussion, but no issues were raised concerning this NOI. No discussion occurred.

Vote: 5 in favor, 1 opposed
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent:  Ruprecht Machleidt.

Others Present:  Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree:  Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

Discussion:

UCC-09-095, 09-096, 09-097, 09-098, & 09-106  College of Agricultural and Life Sciences

Following an extensive discussion concerning all of these NOIs the committee voted to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together as one single motion.

The committee first reviewed the proposed Notice of Intent (NOI) (UCC-09-096) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option. The committee approved the proposed NOI 12 for and 0 against.

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-097) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agroecol.Hort.Environ.) and its associated options. Committee member Wells asked about the statement that indicated the department felt that enrollments would drop with the proposed name change (see UCC-09-095). Bob Zemetra noted that the change is not by choice. Committee member Krogh asked if this series of changes was nothing more than one-to-one name changes. Ding Johnson noted that these changes were completed in haste to meet the proposed timelines. Zemetra highlighted the frequency of name changes for the plant, soil and entomological sciences majors has hurt their ability to market their majors. Committee member Secrist asked if these changes would strength the agriculture program or diminish them. Zemetra indicated he felt it would do both for PSES. Better names for their major would aid in marketing, but the lack of specific degrees would hurt some. Jim Connors indicated that he felt the change would strength the program due to the inclusion of the leadership components. The committee approved the motion to defer vote of UCC-09-097 until UCC-09-095 has been considered (no formal vote count recorded).

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-095) from the College of Agricultural and Life Sciences to create the Bachelor of Science in Agricultural and Life Sciences degree (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology. Committee member Wells asked if this new degree would save money or cost money. The committee noted that the enrollment data combined the enrollments from all programs being dropping that are being subsumed into this proposed degree. Committee chair Dacey asked why the vote of 1 approve, 1 deny and 5 abstentions from the college
committee (APAC) on this NOI. Andrew Brewick reviewed APAC’s vote and provides some of the comments to the committee from Dean Hammel. Dacey asked what positions were not being filled that provided the savings listed on the NOI. Ding Johnson indicated that the positions not being filled were: Plant Pathology and Undergraduate Horticulture. Bob Zemetra provided insight on why the emphases were divided up as they have been. Zemetra also commented that it is the department’s hope that the new names will be more attractive to students and will aid in marketing. Johnson and Brewick explained that the college intends to develop a Core Discovery course aimed primarily at agricultural students and would encourage their students to take it. Dacey asked if there was really only 4 agricultural courses that is being required of all 3 majors under the B.S.Ag.L.S. Zemetra noted that all the programs coming together on this degree are radically different from each other and finding a common set of courses between them all is challenging especially given the short time span this all had to be accomplished in. Committee members Holbrook and Zwainz noted their opposition to this proposed NOI. The committee discussed tabling NOIs 09-095, 09-096, 09-097, 09-098, & 09-106 until more of their questions could be answered by the departments involved in this new program. Johnson noted that modifying courses to better fit into a common core will take time to accomplish. Johnson further added that it is his feeling that the new names are an improvement and will aid in marketing. Committee member Eckwright asked how the department would market this major. Zemetra provides some ideas on how the department might approach that. Committee member Hill asked if the department had considered more coordination with Washington State University (WSU). Johnson and Zemetra indicated that the department is currently working with WSU to create a greater level of cooperation between the two institutions.

The committee approved a motion to reconsider UCC-09-096 12 for and 0 against.

The committee denied a motion to defer items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 until next meeting 4 for and 7 against with 1 abstention.

The committee approved the motion to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together 12 for and 0 against.

The committee Denied the proposed NOIs 0 for and 10 against with 2 abstentions, and will forward the proposed NOIs to Faculty Council for review.

Note:

**UCC-09-095** – Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

**UCC-09-096** – Discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option.

**UCC-09-097** – Discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agrocol.Hort.Environ.) and its associated options.

**UCC-09-098** – Discontinue the Bachelor of Science in Agricultural Systems Management degree (B.S.A.S.M.) and its associated options.

**UCC-09-106** – Discontinue the Bachelor of Science in Agricultural Science and Technology degree (B.S.Ag.Sci.Tech.) and its associated major.

**Vote:** Denied – 0 for and 10 against with 2 abstentions
IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO

Name of College, School, or Division: COLLEGE OF AGRICULTURE & LIFE SCIENCES

Name of Department(s) or Area(s): BIOLOGICAL AND AGRICULTURAL ENGINEERING

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

Academic  XX  Professional - Technical

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

Discontinue BACHELOR OF SCIENCE IN AGRICULTURAL SYSTEMS MANAGEMENT (ALL OPTIONS)

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other

Dean’s signature on file 2/18/09

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 12/10/08

Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Biological and Agricultural Engineering Department is discontinuing the program leading to the Bachelor of Science in Agricultural Systems Management (all options).

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The BS in Agricultural Systems Management has enrolled a very low number of students (graduating 8 - 9 per year) in recent years.

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

   Discontinuing the BS in Agricultural Systems Management will have no effect on continuing programs of the Biological and Agricultural Engineering Department.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None offered.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable

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

   Yes  X  No  ____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY ____</th>
<th>FY ____</th>
<th>FY ____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.  
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. A.S.M.

Discussion:
The Chair opened a discussion of this NOI, but no issues were raised.

Vote: 3 in favor, 3 opposed
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

Discussion:

UCC-09-095, 09-096, 09-097, 09-098, & 09-106  College of Agricultural and Life Sciences
Following an extensive discussion concerning all of these NOIs the committee voted to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together as one single motion.

The committee first reviewed the proposed Notice of Intent (NOI) (UCC-09-096) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option. The committee approved the proposed NOI 12 for and 0 against.

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-097) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agroecol.Hort.Environ.) and its associated options. Committee member Wells asked about the statement that indicated the department felt that enrollments would drop with the proposed name change (see UCC-09-095). Bob Zemetra noted that the change is not by choice. Committee member Krogh asked if this series of changes was nothing more than one-to-one name changes. Ding Johnson noted that these changes were completed in haste to meet the proposed timelines. Zemetra highlighted the frequency of name changes for the plant, soil and entomological sciences majors has hurt their ability to market their majors. Committee member Secrist asked if these changes would strength the agriculture program or diminish them. Zemetra indicated he felt it would do both for PSES. Better names for their major would aid in marketing, but the lack of specific degrees would hurt some. Jim Connors indicated that he felt the change would strength the program due to the inclusion of the leadership components. The committee approved the motion to defer vote of UCC-09-097 until UCC-09-095 has been considered (no formal vote count recorded).

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-095) from the College of Agricultural and Life Sciences to create the Bachelor of Science in Agricultural and Life Sciences degree (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology. Committee member Wells asked if this new degree would save money or cost money. The committee noted that the enrollment data combined the enrollments from all programs being dropping that are being subsumed into this proposed degree. Committee chair Dacey asked why the vote of 1 approve, 1 deny and 5 abstentions from the college curriculum
committee (APAC) on this NOI. Andrew Brewick reviewed APAC’s vote and provides some of the comments to the committee from Dean Hammel. Ding Johnson indicated that the positions not being filled were: Plant Pathology and Undergraduate Horticulture. Bob Zemetra provided insight on why the emphases were divided up as they have been. Zemetra also commented that it is the department’s hope that the new names will be more attractive to students and will aid in marketing. Johnson and Brewick explained that the college intends to develop a Core Discovery course aimed primarily at agricultural students and would encourage their students to take it. Dacey asked if there was really only 4 agricultural courses that is being required of all 3 majors under the B.S.Ag.L.S. Zemetra noted that all the programs coming together on this degree are radically different from each other and finding a common set of courses between them all is challenging especially given the short time span this all had to be accomplished in. Committee members Holbrook and Zwainz noted their opposition to this proposed NOI. The committee discussed tabling NOIs 09-095, 09-096, 09-097, 09-098, & 09-106 until more of their questions could be answered by the departments involved in this new program. Johnson noted that modifying courses to better fit into a common core will take time to accomplish. Johnson further added that it is his feeling that the new names are an improvement and will aid in marketing. Committee member Eckwright asked how the department would market this major. Zemetra provides some ideas on how the department might approach that. Committee member Hill asked if the department had considered more coordination with Washington State University (WSU). Johnson and Zemetra indicated that the department is currently working with WSU to create a greater level of cooperation between the two institutions.

The committee approved a motion to reconsider UCC-09-096 12 for and 0 against.

The committee denied a motion to defer items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 until next meeting 4 for and 7 against with 1 abstention.

The committee approved the motion to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together 12 for and 0 against.

The committee Denied the proposed NOIs 0 for and 10 against with 2 abstentions, and will forward the proposed NOIs to Faculty Council for review.

Note:

UCC-09-095 – Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

UCC-09-096 – Discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option.

UCC-09-097 – Discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agrocol.Hort.Environ.) and its associated options.

UCC-09-098 – Discontinue the Bachelor of Science in Agricultural Systems Management degree (B.S.A.S.M.) and its associated options.

UCC-09-106 – Discontinue the Bachelor of Science in Agricultural Science and Technology degree (B.S.Ag.Sci.Tech.) and its associated major.

Vote: Denied – 0 for and 10 against with 2 abstentions

Revised 12/10/08
Page 7
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional
Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: COLLEGE OF AGRICULTURE & LIFE SCIENCES
Name of Department(s) or Area(s): ANIMAL & VETERINARY SCIENCE

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

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or
Administrative/Research Unit (circle one) leading to:
Discontinue BACHELOR OF SCIENCE IN RANGE LIVESTOCK MANAGEMENT
(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000
For Other Activity:

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

Dean’s signature on file  2/18/09
College Dean (Institution)  Date
Chief Fiscal Officer (Institution)  Date
Chief Academic Officer (Institution)  Date
President  Date

VP Research & Graduate Studies  Date
State Administrator, SDPTE  Date
Chief Academic Officer, OSBE  Date
SBOE/OSBE Approval  Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Animal & Veterinary Science Department is discontinuing (dropping) the program leading to the Bachelor of Science in Range Livestock Management (B.S.R.L.M.). The BSRLM is a cooperative degree, offered by UI-CALS and UI-CNR. It is AVS Department understanding that CNR is also dropping the program.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The BSRLM program has enrolled a very low number of students (2-3 per year) since its institution.

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

   BSRLM deletion will have no effect on continuing programs of the AVS Department.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None offered.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable.

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

   Yes  X  No ______

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.): 

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>B. Source of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated-reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriated – New</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>B. Nature of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recurring *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non-recurring **</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. R.L.M.

Discussion:
The committee reviewed the NOI Approval Tracking Form from the Animal and Veterinary Sciences faculty meeting, which clearly outlined the arguments against discontinuing this degree. The form also contained the departmental vote concerning this NOI – 2 in favor, 16 opposed. No further discussion occurred.

Vote: 1 in favor, 3 opposed, 2 abstained
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: AVS Faculty

Program/Degree: BS Range Livestock Management

Discussion:

Meeting was convened at 12:00 noon (Pacific) by Dr. Carl Hunt, originating in Ag104 and by videoconference to Caldwell, Idaho Falls, Salmon and Twin Falls.

In attendance: Amin Ahmadzedah, Jason Ahola, Dick Battaglia, Marie Bulgin, Mireille Chahine, Joe Dalton, Tracy Davis, Matt Doumit, Benton Glaze, Carl Hunt, John Hall, Mark McGuire, Gordon Murdoch, Roxanne Pillars, Matt Powell, Pedram Rezamand, Ron Richard, Chris Schneider, and Dirk Vanderwall.

Absent: Wayne Ayers & Jim England (both on weekly Tuesday field calls), Ron Hardy, Rod Hill, and Rick Norell.

Excerpt of the discussion of the NOI’s:

- Program Reprioritization. Two AVS degree programs have been identified by the committee for elimination. These are not cost-bearing programs, but have been used infrequently in the past so are proposed for elimination. The programs are:
  - BS in Range and Livestock Management – there is a career direction here, which is why the program was established several years ago.
  - Vote of the faculty required today on NOI (Notice of Intent). Considerable discussion followed, including possibly a NOI to rename AVS degrees to “Animal and Veterinary Science” with the appropriate area of emphasis. There were several advantages cited for retaining the RLM degree with the two prevailing advantages being: 1) there is a need for this degrees for career/professional positions – 100% of the graduates of this degrees find employment, and 2) elimination of the degree would not change the courses we are offering and consequently there would be no cost saving in eliminating either. On the other hand we would stand the risk of losing several new students each year with no justification for not offering the degree. The only advantage of the NOI that could be cited was appearance that CALS had made a good faith effort to streamline its degree offerings. A vote followed the discussion.

Vote: The vote to support the NOI eliminating the Range Livestock Management degree option failed 17 to 1
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue the Bachelor of Science in Range Livestock Management (B.S.R.L.M.) degree and its associated major.

Discussion:

UCC-09-099  College of Agricultural and Life Sciences
The committee approved the motion to consider items UCC-09-099 and 09-101 10 for and 2 against.

The committee reviewed the proposed Notice of Intent (NOI) from the College of Agricultural and Life Sciences to discontinue Bachelor of Science in Range Livestock Management degree (B.S.R.L.M.) and its associated major. Janet Rachlow indicated that the College of Natural Resources Curriculum Committee vote was unanimous approval for discontinuing this program. Carl Hunt provided some background on this program. Committee member Marshall conveyed a discussion he had with Karen Launchbaugh in which Launchbaugh indicated that her department was in support of the Department of Animal and Veterinary Sciences and if they are able to continue to offer this program Rangeland Ecology and Management would like to continue to be involved in offering this program. Committee member Battaglia noted that if this program is discontinued no courses will cease to be offered. All courses used towards this degree are used elsewhere in other majors that will continue to be offered. Hunt provided some insight into why students might choose to enroll in this major in Animal and Veterinary Sciences (AVS) or Rangeland Ecology and Management (REM). Paul Joyce asked why all the students appear to be on the AVS side and none on the REM side. Marshall provided some thoughts on the discrepancy and how both sides provide different views of the same program. The committee Denied the proposed NOIs 0 for and 8 against with 2 abstentions, and will forward the proposed NOIs to Faculty Council for review.

Vote: Denied – 0 for and 8 against with 2 abstentions
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: COLLEGE OF AGRICULTURE & LIFE SCIENCES
Name of Department(s) or Area(s): FAMILY & CONSUMER SCIENCES

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

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
Discontinue BACHELOR OF SCIENCE IN CHILD, FAMILY AND CONSUMER STUDIES – EDUCATION OPTION

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:  
Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

Dean’s signature on file  2/18/09
College Dean (Institution)  Date
Chief Fiscal Officer (Institution)  Date
Chief Academic Officer (Institution)  Date
President  Date

VP Research & Graduate Studies  Date
State Administrator, SDPTE  Date
Chief Academic Officer, OSBE  Date
SBOE/OSBE Approval  Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The School of Family and Consumer Sciences is discontinuing the program leading to the Bachelor of Science in Child, Family and Consumer Sciences – Education Option.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The BS in Child, Family and Consumer Sciences – Education Option has enrolled a very low number of students (graduating 2-3 per year) in recent years.

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

   Discontinuing the BS in Child, Family and Consumer Sciences – Education Option will have no effect on continuing programs of the School of Family and Consumer Sciences.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   Idaho State University and BYU-Idaho both offer degrees in Family and Consumer Sciences Education.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 12/10/08
Page 2
Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable.

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

Yes  X  No  _____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2009</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel (savings)</td>
<td>36104.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>36104.02</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |         |           |           |       |
| 1. Appropriated-        | 36104.02|           |           |       |
| reallocation            |         |           |           |       |
| 2. Appropriated – New   |         |           |           |       |
| 3. Federal              |         |           |           |       |
| 4. Other:               |         |           |           |       |
| **TOTAL:**              | 36104.02|           |           |       |

| **B. Nature of Funds**  |         |           |           |       |
| 1. Recurring *          | 36104.02|           |           |       |
| 2. Non-recurring **     |         |           |           |       |
| **TOTAL:**              | 36104.02|           |           |       |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. F.C.S. Ed

Discussion:
This discussion began with the Associate Dean presenting the rationale behind this NOI – low student numbers and lukewarm support from the FCS faculty. He told the committee that he has received emails from alumni and other stakeholders supporting the B.S. F.C.S. Ed option. The Associate Dean said he is committed to combining the F.C.S. Ed option with Agricultural Education sometime in the future, but immediate consolidation is impossible within the Program Prioritization timeframe. Some committee members voiced their concerns that this discontinuance will negate any possibility for consolidating these programs in the future.

Dr. Sandra Evenson, interim department chair of F.C.S., presented an argument opposing this NOI. According to Dr. Evenson, there are three reasons to keep the F.C.S. Ed program. First, if the College consolidated the F.C.S. Ed program with the Agricultural Education program, then money would be saved by sharing classes. Second, the F.C.S. Ed program affords students an alternative career path to teaching high school students – namely adult education and a career in Extension. Third, F.C.S. Education is central to the mission of a Land Grant institution and is necessary for to live a healthy and productive life. Dr. Evenson also stressed the current national shortage of F.C.S. educators, and the fact that there is only one other F.C.S. Education program in Idaho (at ISU, and it is housed in their College of Education and is not “easy to find”).

The F.C.S. faculty does not support this discontinuance NOI. However, they would support consolidating this program with the Agricultural Education department.

Vote: 0 in favor, 3 opposed, 3 abstained
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: FCS Faculty

Program/Degree: BS FCS, Family and Consumer Sciences Education Option

Discussion: The faculty was most concerned by the term “discontinuance.” If we discontinue the FCS Ed option, will we still be able to consolidate it with Ag Ed?

Faculty recognize that the program has been difficult to sustain, that student majors and graduates have been low, and that the program needs to be marketed in a new way.

However, the faculty discussed how consolidation was a better choice than closure for the following reasons:

- Consolidating programs will save money. We anticipate courses will be either team-taught or will break out into separate FCS and Ag recitations. Classes will be larger and the FCS instructor could be part-time.
- Consolidation will boost enrollment in an area central to the Land Grant mission. Ag Education has a reputation in the state for nurturing its students and mentoring its new teachers. This, in turn, supports enrollment at the HS level and recruitment to the University of Idaho. If FCS Ed could piggy-back this effort, we could boost enrollment and new teacher support.
- Students would become aware of Extension as a viable career path. Often, students discover that they are interested in adult education instead of secondary education. Ag Educations offers coursework in Extension Education, which offers an alternative and lays the foundation for filling future Extension Educator positions.

In addition, Family and Consumer Sciences is central to the original mission of land-grant universities to “promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.” While some terminology is archaic, it reflects the fact that not all high school graduates plan to attend a university. It is the university’s mission and the mission of Family and Consumer Sciences to ensure the people of the state have the information they need to live a healthy and satisfying life. This includes information on personal finance, child development, family relations, consumer textiles, and food and nutrition. When schools can not find teachers, programs close. In these economic times, it is critical to offer young adults the information they need to avoid the problems we face today, such as high consumer debt and childhood obesity. Consolidating FCS Ed with Ag Ed makes it possible to graduate and recruit FCS teachers to fill a need greater than simply employment. It is one stone in the foundation of recapturing state productivity.

Vote: 10/10 (a quorum) voted not to accept the NOI as written.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue Bachelor of Science in Family and Consumer Sciences (B.S.F.C.S.) major in Child, Family and Consumer Sciences, Family and Consumer Sciences, Education Option

Discussion:

UCC-09-100  College of Agricultural and Life Sciences
The committee reviewed the proposed Notice of Intent (NOI) from the College of Agricultural and Life Sciences to discontinue Bachelor of Science in Family and Consumer Sciences (B.S.F.C.S.) major in Child, Family and Consumer Sciences, Family and Consumer Sciences, Education Option. Sandra Evenson provided some of the history of this program and its importance. Evenson noted that the Department of Family and Consumer Sciences (FCS) lost their dedicated faculty position in this area. Evenson noted that their long term goal is to blend their program with the Agricultural Education (AgEd) program as there is a great deal of overlap between the two programs. Committee member Dacey asked if the proprietary courses between FCS and AgEd would continue to be offered by the respective department no matter the outcome of the vote. Evenson indicated that they would continue to be offered. The committee Denied the proposed NOI 4 for and 7 against with 1 abstention, and will forward the proposed NOI to Faculty Council for review.

Vote: Denied – 4 for and 7 against with 1 abstention

Revised 12/10/08
Page 8
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO

Name of College, School, or Division: COLLEGE OF NATURAL RESOURCES
Name of Department(s) or Area(s): RANGEALND ECOLOGY & MANAGEMENT

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

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

**Discontinue** BACHELOR OF SCIENCE IN RANGE LIVESTOCK MANAGEMENT

(Degree or Certificate)

Proposed Starting Date: **Summer 2009**

**For New Programs:**

Program (i.e., degree) Title & CIP 2000

**For Other Activity:**

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

<table>
<thead>
<tr>
<th><strong>Dean’s signature on file</strong></th>
<th><strong>2/6/09</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Dean (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VP Research &amp; Graduate Studies</strong></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Administrator, SDPTE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Rangeland Ecology and Management Department (in concurrence with the Department of Animal and Veterinary Science) is dis-continuing (dropping) the program leading to the Bachelor of Science in Range Livestock Management (B.S.R.L.M.). The BSRLM is a cooperative degree offered by the UI Colleges of Natural Resources (CNR) and Agriculture and Life Sciences (CALS).

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The BSRLM program has enrolled a low number of students (2-4 graduates per year) since its inception. It must be recognized that, though this is a small number of students, these students were attracted to the University of Idaho because of this degree program. Loss of this degree program will have a small but actual reduction in students attending the University of Idaho.

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

   Deletion of the BSRLM will have little effect on other degree programs in the Rangeland Ecology and Management. Necessary courses for accreditation and certification in the Rangeland Profession will be offered.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None offered.

Enrollment and Graduates (i.e., number of majors or other relevant data). By Institution for the Proposed Program Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CSI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CWI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EITC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ISU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Degrees offered by school/college or program(s) within disciplinary area under review

None to our knowledge

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CSI</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CWI</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EITC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ISU</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NIC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UI</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The University of Idaho is the institution designated by the State Board of Education to deliver an undergraduate curriculum in “Range Science” (in the 8-year plan). Though we propose that the Range Livestock Management B.S. Degree will be discontinued, students interested in this area of study will still be able to attain a B.S. Degree in Rangeland Ecology and Management or Animal and Veterinary Science.

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

Yes  __   No  _____

The 8-year plan lists a B.S. degree in Range Science as part of the State-Wide Mission for the University of Idaho. We believe this mission will still be fulfilled as a B.S. in Rangeland Ecology and Management will still be offered at the University of Idaho.

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
CNR Curriculum Committee
January 31, 2009

Present: Janet Rachlow, chair, Karen Launchbaugh (sub. for Lee Vierling), David Roon, Larry Young (sub. for Troy Hall), Fran Wagner, Mike Whiteman, Anthony Davis (sub. for Penny Morgan).

Also present: Charles Tibbals, academic publications editor, Registrar’s Office, and Valarie Roberts, Assistant to the Dean, College of Graduate Studies

Masters - NOI Discussion

The draft NOI proposal prepared by Bill McLaughlin to combine the college’s seven masters into one was discussed.

Objections voiced by department faculties included: Options not already included in the college should not be added without further deliberations. A Master of Science in Natural Resources is somewhat confusing compared to MNR, which is more of a professional degree. A Master of Science without options would provide more flexibility and would provide more flexibility and would be a strong program across the college. Programs with fewer than ten students are protected from elimination. There is a danger in moving to a common program but, it was noted, that has not happened with the college’s PhD. Most prefer to have the program listed or included in the title; with the exception of fisheries and wildlife, that would not discourage students from coming.

The college’s PhD is a Dr. of Philosophy with a major in natural resources. The proposed change to the CNR masters would create a Master of Science with a major in natural resources.

Valerie noted that it is not uncommon to have a college-wide doctoral program, e.g. a sports physiologist with a College of Education degree; they describe their background with their list of publications and letters of reference. It was noted that a master degree is different and for many is a terminal degree.

A question was raised about what specialization term could be used without SBOE approval. Charles said “concentration” is used most commonly and Karen indicated REM has used “Career Track” to describe a focus area. Neither will show up on an official transcript.

Next Steps

MSP (Larry Young; Fran Wagner): Put forward these two approaches that do the following:
- MS degree with a major in natural resources with no specified options
- MS degree with major in natural resources with six specified options that are being consolidated
- A clear explanation of the reasoning behind those two approaches be provided and departments have an opportunity to react to those and this or another NOI as modified.

Anthony agreed to write the rational for master with no options and Janet agreed to write the master with options.

MSP (Rachlow, Wagner): After discussion with respective departments that we forward the
recommended modifications to the dean.

The process was discussed:
1) Return to dean for revision with recommendations
2) Dean returns to committee
3) Committee discusses and circulates to faculty for 5 days
4) If no dissenting vote from 5 faculty, then it will forward to UCC

Charles explained the university’s stand. According to legal counsel there is no veto in this process. Items may be forwarded to SBOE in two ways:
- The president can send something to SBOE. Even if there is no support in the college, with UCC and Faculty Council, the proposal may be forwarded anyway.
- The faculty can circumvent the president and forward items to SBOE

It is possible that retaining options may not appear to the SBOE as enough of a change. And, if the process in the college doesn’t move swiftly it is possible changes will be made for us. Representatives from the departments were asked to caucus and get a consensus or email vote from their faculty. The default position needs to be clarified to the faculty.

A vote of the committee was taken:
1. Master of Science, no options (4 in favor; Larry unknown)
2. Master of Science with 6 existing majors as options (1 in favor; Larry unknown)

_MSP(Launchbaugh, Wagner): The recommendation of these two options from the Curriculum Committee favors a single Master of Natural Resources degree without options. A footnote and rationale will be included._

Janet and Anthony will redraft the NOI today, forward the proposal to faculty today, meet Tuesday, February 3, or Wednesday, February 4, and forward the committee’s recommendations to the dean by the end of the week.
There was a consensus that “sustainable” and other options that were added should be removed.

**Bachelor of Science for Range Livestock**

MSP (Launchbaugh): That the NOI with amendments that drops the Bachelors of Science for range livestock.

To approve the NOI with amendments that drops the Bachelors of Science I range livestock.

Vote: unanimous vote
Bill,
Please find attached the meeting minutes from the CNR Curriculum Committee meeting at which the NOIs were discussed (thank you Nancy!).

Also, regarding the NOI about dropping the Range Livestock joint degree, the vote at our meeting on 30 Jan 09 was unanimous. Members present were:

Larry Young (sub for Troy Hall, Conservation Social Sciences)
Anthony Davis (sub for Penny Morgan, Forest Resources)
Janet Rachlow (Fish and Wildlife Resources), Chair
David Roon (Ecology and Conservation Biology)
Karen Launchbaugh (sub for Lee Vierling, Rangeland Ecology and Management)
Fran Wagner (Forest Products)

Thanks,
Janet

Dr. Janet Rachlow
Department of Fish & Wildlife Resources
P.O. Box 441136
University of Idaho
Moscow, ID  83844-1136
phone: 208-885-9328
fax: 208-885-9080
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue the Bachelor of Science in Range Livestock Management (B.S.R.L.M.) degree and its associated major.

Discussion:

UCC-09-101  College of Natural Resources
The committee approved the motion to consider items UCC-09-099 and 09-101 10 for and 2 against.

The committee reviewed the proposed Notice of Intent (NOI) from the College of Natural Resources to discontinue Bachelor of Science in Range Livestock Management degree (B.S.R.L.M.) and its associated major. Janet Rachlow indicated that the College of Natural Resources Curriculum Committee vote was unanimous approval for discontinuing this program. Carl Hunt provided some background on this program. Committee member Marshall conveyed a discussion he had with Karen Launchbaugh in which Launchbaugh indicated that her department was in support of the Department of Animal and Veterinary Sciences and if they are able to continue to offer this program Rangeland Ecology and Management would like to continue to be involved in offering this program. Committee member Battaglia noted that if this program is discontinued no courses will cease to be offered. All courses used towards this degree are used elsewhere in other majors that will continue to be offered. Hunt provided some insight into why students might choose to enroll in this major in Animal and Veterinary Sciences (AVS) or Rangeland Ecology and Management (REM). Paul Joyce asked why all the students appear to be on the AVS side and none on the REM side. Marshall provided some thoughts on the discrepancy and how both sides provide different views of the same program. The committee Denied the proposed NOIs 0 for and 8 against with 2 abstentions, and will forward the proposed NOIs to Faculty Council for review.

Vote: Denied – 0 for and 8 against with 2 abstentions
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: COLLEGE OF AGRICULTURE & LIFE SCIENCES
Name of Department(s) or Area(s): AGRICULTURAL AND EXTENSION EDUCATION

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

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
Discontinue BACHELOR OF SCIENCE IN AGRICULTURAL SCIENCE AND TECHNOLOGY

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs: For Other Activity:

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

Dean’s signature on file  2/18/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Agricultural and Extension Education Department is discontinuing the program leading to the Bachelor of Science in Agricultural Science and Technology.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   The BS in Agricultural Science and Technology has enrolled a very low number of students (graduating 8 - 9 per year) in recent years.

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

   Discontinuing the BS in Agricultural Science and Technology will have no effect on continuing programs of the Agricultural and Extension Education Department.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None offered.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 12/10/08
Page 2
Degrees offered by school/college or program(s) within disciplinary area under review

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

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable

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

   Yes  X  No _____

If not on 8-year plan, provide a justification for adding the program.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2020</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: B.S. A.S.T.

Discussion:
The representative from the Agricultural and Extension Education department voiced his department’s support for this NOI. No further discussion occurred.

Vote: 6 in favor, 0 opposed
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee:  Dr. Jim Connors, Dept. Chair
Dr. Lou Riesenber, Professor
Dr. Ben Swan, Assistant Professor
Dr. Kattlyn Wolf, Assistant Professor
Ms. Allison Touchstone, Senior Instructor

Program/Degree:  B.S. Agricultural Science & Technology (AST)

Agricultural Industry Management and Communication (AIMC)
Option within the B.S. Agricultural Education

Proposed new B.S. Agricultural and Life Sciences with a major in Agricultural Science, Communication, and Leadership

Discussion:  The committee was very supportive of the combination of AST and AIMC into a new major in Agricultural Science, Communication, and Leadership in the B.S. in Ag. & Life Sciences.

The main concern of the committee was the ability to offer courses through distance education to students enrolling in the new B.S. degree program at the U of I Twin Falls campus. The AST degree that is being eliminated is the College of Agriculture and Life Sciences’ off-campus degree offered to students in southern Idaho.

Vote:  5 – Aye
0 - No
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee Date: 2/23/09


Absent: Ruprecht Machleidt.

Others Present: Margrit Von Braun, Paul Joyce (substitute for Ruprecht Machleidt), Chris Thompson, Paul Rowland, Kathy Browder, James (Ding) Johnson, Andrew Brewick, Janet Rachlow, Robert Zemetra, Kathy Aiken, James Connors, Carl Hunt, Sandra Evenson, 1 Other Guest, Charles Tibbals, Dwaine Hubbard

Program/Degree: Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology.

Discussion:

UCC-09-095, 09-096, 09-097, 09-098, & 09-106 College of Agricultural and Life Sciences

Following an extensive discussion concerning all of these NOIs the committee voted to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together as one single motion.

The committee first reviewed the proposed Notice of Intent (NOI) (UCC-09-096) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education Agricultural Industry Management and Communication Option. The committee approved the proposed NOI 12 for and 0 against.

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-097) from the College of Agricultural and Life Sciences to discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree (B.S.Agroecol.Hort.Environ.) and its associated options. Committee member Wells asked about the statement that indicated the department felt that enrollments would drop with the proposed name change (see UCC-09-095). Bob Zemetra noted that the change is not by choice. Committee member Krogh asked if this series of changes was nothing more than one-to-one name changes. Ding Johnson noted that these changes were completed in haste to meet the proposed timelines. Zemetra highlighted the frequency of name changes for the plant, soil and entomological sciences majors has hurt their ability to market their majors. Committee member Secrist asked if these changes would strength the agriculture program or diminish them. Zemetra indicated he felt it would do both for PSES. Better names for their major would aid in marketing, but the lack of specific degrees would hurt some. Jim Connors indicated that he felt the change would strength the program due to the inclusion of the leadership components. The committee approved the motion to defer vote of UCC-09-097 until UCC-09-095 has been considered (no formal vote count recorded).

The committee then reviewed the proposed Notice of Intent (NOI) (UCC-09-095) from the College of Agricultural and Life Sciences to create the Bachelor of Science in Agricultural and Life Sciences degree (B.S.Ag.L.S.) and the majors of: Agricultural Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental Horticulture; and Plant Biotechnology. Committee member Wells asked if this new degree would save money or cost money. The committee noted that the enrollment data combined the enrollments from all programs being dropping that are being subsumed into this proposed degree. Committee chair Dacey asked why the vote of 1 approve, 1 deny and 5 abstentions from the college curriculum.

Revised 12/10/08
Page 8
committee (APAC) on this NOI. Andrew Brewick reviewed APAC’s vote and provides some of the comments to
the committee from Dean Hammel. Ding Johnson indicated that the positions not being filled were: Plant Pathology and
Undergraduate Horticulture. Bob Zemetra provided insight on why the emphases were divided up as they have
been. Zemetra also commented that it is the department’s hope that the new names will be more attractive to
students and will aid in marketing. Johnson and Brewick explained that the college intends to develop a Core
Discovery course aimed primarily at agricultural students and would encourage their students to take it. Dacey
asked if there was really only 4 agricultural courses that is being required of all 3 majors under the B.S.Ag.L.S.
Zemetra noted that all the programs coming together on this degree are radically different from each other and
finding a common set of courses between them all is challenging especially given the short time span this all had
to be accomplished in. Committee members Holbrook and Zwainz noted their opposition to this proposed NOI.
The committee discussed tabling NOIs 09-095, 09-096, 09-097, 09-098, & 09-106 until more of their questions
could be answered by the departments involved in this new program. Johnson noted that modifying courses to
better fit into a common core will take time to accomplish. Johnson further added that it is his feeling that the
new names are an improvement and will aid in marketing. Committee member Eckwright asked how the
department would market this major. Zemetra provides some ideas on how the department might approach that.
Committee member Hill asked if the department had considered more coordination with Washington State
University (WSU). Johnson and Zemetra indicated that the department is currently working with WSU to create a
greater level of cooperation between the two institutions.

The committee approved a motion to reconsider UCC-09-096 12 for and 0 against.

The committee denied a motion to defer items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 until next meeting
4 for and 7 against with 1 abstention.

The committee approved the motion to consider items UCC-09-095, 09-096, 09-097, 09-098, & 09-106 together
12 for and 0 against.

The committee Denied the proposed NOIs 0 for and 10 against with 2 abstentions, and will forward the proposed
NOIs to Faculty Council for review.

Note:

UCC-09-095 – Create the Bachelor of Science in Agricultural and Life Sciences (B.S.Ag.L.S.) and the majors of: Agricultural
Science, Communication and Leadership; Agricultural Systems Management; and Sustainable Crop and Landscape
Systems with emphases in: Insects and Society; Soil and Water Resources; Sustainable Cropping Systems; Environmental
Horticulture; and Plant Biotechnology.

UCC-09-096 – Discontinue the Bachelor of Science in Agricultural Education (B.S.Ag.Ed.) major in Agricultural Education
Agricultural Industry Management and Communication Option.

UCC-09-097 – Discontinue the Bachelor of Science in Agroecology, Horticulture and Environmental Quality degree

UCC-09-098 – Discontinue the Bachelor of Science in Agricultural Systems Management degree (B.S.A.S.M.) and its
associated options.

UCC-09-106 – Discontinue the Bachelor of Science in Agricultural Science and Technology degree (B.S.Ag.Sci.Tech.) and
its associated major.

Vote: Denied – 0 for and 10 against with 2 abstentions
**IDAHO STATE BOARD OF EDUCATION**

**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT**

To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional
Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Natural Resources</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Forest Resources, Rangeland Ecology and Management, Conservation Social Sciences, Forest Products, Fish &amp; Wildlife Resources</td>
</tr>
</tbody>
</table>

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

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

Discontinue Master of Science majors in Conservation Social Science; Fishery Resources; Forest Resources; Forest Products; Rangeland Ecology and Management; and Wildlife Resources. Create Master of Science major in Natural Resources

(Degree or Certificate)

Proposed Starting Date: **August 2009**

### For New Programs:

Master’s of Science in Natural Resources (CIP=03)

Program (i.e., degree) Title & CIP 2000

### For Other Activity:

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

**Dean’s signature on file** 2/6/09

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

<table>
<thead>
<tr>
<th>VP Research &amp; Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Administrator, SDPTE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This is a consolidation of six individual Masters of Science Programs, Conservation Social Sciences, Fisheries Resources, Forest Resources, Forest Products, Rangeland Ecology and Management, and Wildlife Resources into one integrated and jointly managed program. The purpose is to increase program management effectiveness, including meeting the recommended minimum standard of graduating at least 10 students per year; create a higher quality and potentially more interdisciplinary educational environment for the graduate students; align our program with the US Department of Education’s Classification of Instructional Programs (CIP 2000); and continue to position the University of Idaho natural resources educational mission for a successful future.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

This consolidated Master’s of Science Degree in Natural Resources builds upon the recommendations of the recently completed Yardley Report concerning University of Idaho graduate programs and addresses the metrics identified during the program prioritization process for maintaining sustainable and viable graduate programs as well as the university adopted Program Prioritization Criteria. This proposed graduate program is clearly central to our mission. Cost effectiveness gains would occur in the areas of program assessment, credit hour production, and program administration. Internal and external demands exist and are likely to grow over the next decade. This change should allow additional faculty time to be redirected toward our professional and doctoral programs or increasing the number of students enrolled in this program. We expect our program size to remain stable with room for modest growth and the quality of the student experience has the potential to be improved via increased interdisciplinary aspects of the proposed program and increased dialogue among and between faculty and graduate students. The proposed change is designed to continue to promote synergies between the College of Natural Resources (CNR) and Law as well as between CNR’s graduate academic program and other related social and biophysical science and land resource/management programs at the University of Idaho. Furthermore, the proposed consolidated degree continues to reflect the state’s changing natural resource needs and demands, and it will provide Idaho graduates for the state, national, and international workforce in the area of natural resource and conservation sciences.

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

The quality of this consolidated program will be insured by continued annual assessment and regular multi-year external reviews of the program and its options. Additionally, an Advisory Committee of practicing scientists and professionals will be engaged in regular curriculum reviews and processes to further develop CNR's long standing nationally known natural resource and conservation programs.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.
This graduate programming will continue to build upon and evolve cooperative efforts with Washington State University, the University of Montana and other outstanding natural resource graduate programs throughout the nation, especially as we enhance our sharing of virtual graduate courses and programming. Inside Idaho we will continue to cooperate with related programs and scientists at Idaho’s state and private institutions of higher education. Our recent efforts to update our memorandums of understanding with federal and state land management, natural resource, and environmental agencies as well as collaboratives with private and non-profit organizations will also add to the strength of this program.

Because graduate natural resources and forestry education programming is central to the University of Idaho’s mission and we have always had responsibility for delivery of these programs throughout the state, there are no other graduate programs in this specific area at our other state public institutions.

Recent composite enrollments for the six Master's Programs at the University of Idaho being consolidated into one are shown in the table below. The decline in the number of MS graduates is offset in part CNR's increasing number of graduates in our PhD Natural Resources Program, and our Master’s of Natural Resources Professional Degree Program. This is a planned strategy with the long term goal of having three outstanding graduate natural resource and conservation programs all targeting different student markets and fulfilling different needs in the workforce (natural resource practicing professionals, scientists, and researchers).

Table:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CSI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CWI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EITC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ISU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NIC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UI (Full &amp; Part-time)</td>
<td>113</td>
<td>114</td>
</tr>
<tr>
<td>Full-time Only</td>
<td>55</td>
<td>(68)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>CSI</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>CWI</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>EITC</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>ISU</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>LCSC</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>NIC</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>UI</td>
<td>BS; MS; PhD</td>
<td>Within the larger discipline classification area (CIP 2000) of Natural Resources and Conservation we will continue to offer the following specializations: Conservation Social Sciences, Ecology and Conservation Biology, Fisheries Resources, Forest Products, Forest Resources, Range Ecology and Management, Resource Recreation and Tourism, Wildlife Resources.</td>
<td>All of these specializations are offered at the BS level at UI as independent academic programs and the opportunity to pursue doing a science (MS) or more practice oriented degree (MNR) will be maintained at the Master's level and the consolidated PhD will be retained. Additionally, emerging topic areas such as policy sciences and law, land use planning and management, ecosystem services, human ecology, fire ecology, and conservation biology are likely to evolve as elements of our graduate program.</td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The proposed change retains an area central to the University of Idaho’s mission –natural resources and forestry education. It will do it more effectively, while continuing to promote individualized programming for MS students and position the program to be flexible to react to a changing future. It does not duplicate existing graduate programs elsewhere in the state. It also provides an opportunity to meet an existing demand and positions the graduate programming in Natural Resources to expand into directions of identified interest and where existing faculty expertise can be further capitalized upon.

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes ___  No  X ___

   If not on 8-year plan, provide a justification for adding the program.

These changes are motivated by CNR’s need to continue to transform its graduate level academic programming to reflect changes in natural resources and associated sub-fields, and the faculty’s desire to strengthen its science-based programs. Clearly, the existing economic situation has caused us to immediately address the need to be more cost effective and recent changes in the college’s strategic plan provide guidance to re-evaluate our graduate programming in terms of quality, productivity, relevance to workforce demands and emerging directions in natural resources.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Source of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reallocating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriated – New</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Nature of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recurring *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non-recurring **</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

**Less Tangible Benefits:**
The enhanced consolidated graduate degree program at the Master’s of Science level will result in the production of new synergy among existing Departments and Program Areas by continuing processes of dialogue among faculties. It is likely to that will result in course redevelopment, increased credit hour production per FTE, and a reduction in total time allocated to MS assessment activities. This released time will become available to invest in our professional and PhD programs as recommended by Yardley. This effort also continues the movement within the College of Natural Resources to become more interdisciplinary and reflects the need of our graduates to address complex natural resource problems that involve biophysical and human systems.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committees: College standing groups defined by by-laws as being normally involved in such processes:

CNR Leadership Council (Consensus agreement): Pam Bell, Jo Ellen Force, Tom Gorman, Jim Gosz, Troy Hall, Steve Hollenhorst, Karen Launchbaugh, Nancy Matthews, Bill McLaughlin, Kerry Reese, and Larry Young to support the idea of a single MS degree program and having the Dean develop the initial draft for department review. (January 21, 2009)

CNR Dean drafts the Initial NOI: After holding a series of sessions with each departmental faculty an NOI was drafted attempting to reflect ideas and concerns brought forward in the Departmental sessions. (January 27, 2009)

CNR Departmental Faculty: Faculty In the Departments of Fish and Wildlife Resources, Forest Products, Forest Resources, Rangeland Ecology and Management and Conservation Social Sciences discussed the issues and empowered their representative to the CNR Curriculum Committee to present ideas on their behalf. (Week of January 26th)

CNR Curriculum Committee: Janet Rachlow, chair, Karen Launchbaugh (substitute for Lee Vierling), David Roon, Larry Young (substitute for Troy Hall), Fran Wagner, Mike Whiteman, Anthony Davis (substitute for Penny Morgan). Also present were Charles Tibbals, academic publications editor, Registrar’s Office, and Valarie Roberts, Assistant to the Dean, College of Graduate Studies. (January 31, 2009) The Committee voted to take an amended version back to their Departmental faculties for further discussion and report back to the Committee Chair by February 4, have an e-mail vote on a final version, and report to the Dean by February 6. Committee Members reported back and conducted their vote on a final version of the NOI. Monday, February 9 the Dean was sent an e-mail from the Committee Chair reporting a unanimous vote by the committee on the revised NOI. On February 9 the NOI was placed on the website and an email sent to all CNR faculty members as required.

CNR By-Laws Waiting Period (2/09 – 2/13): The proposed change was posed on the CNR website and all faculty sent an e-mail on February 9. After five working days only a single faculty member called for additional discussion and according to our by-laws in absence of five faculty members’ dissent within five days of notice the recommendations of the CNR Curriculum are forwarded to the UI Curriculum Committee and on February 17 it was forwarded to the Graduate School and the Provost Office.

Program/Degree: Master of Science in Natural Resources.

Discussion: Other discussion opportunities provided.

CNR Leadership: On January 21, 2009, Dean Bill McLaughlin led the college leadership in a discussion about the possible consolidation of six individual Masters of Science Programs majors into one Master of Science in Natural Resources. The consensus was that the dean meet with department
faculty, obtain input from masters students and draft a NOI for the CNR Curriculum Committee to consider.

CNR Department Faculty Discussion with Dean: Between January 21 and 23, 2009, the dean met and obtained input from department faculty. There was general agreement with the proposed consolidation. The Dean used these inputs to draft a NOI and move it forward to Department Heads the CNR Curriculum Committee Chairperson.

CNR Masters’ Students: On January 29, Mike Whiteman met with masters’ students to obtain their input. They expressed mild concern that a single master’s program may be less attractive to potential students, and there might be possible confusion between the Master of Natural Resources and a Master of Science in Natural Resources. Additionally, e-mail input was sought and several students responded. Some were supportive and felt it would have positive impacts and others were concerned about the loss of program identity.

Alumni Board of Trustees: On January 29, we distributed an e-mail to our Alumni Board of Trustees where we explained the changes and solicited any concerns that they might have. We also provided them with a copy of Presidents Update and Progress Report.

From: Rachlow, Janet
Sent: Monday, February 09, 2009 4:26 PM
To: McLaughlin, William
Cc: Matthews, Nancy
Subject: result of vote on NOI

Bill,
The Curriculum Committee voted unanimously to pass the NOI for consolidation of the 6 MS degrees in CNR.

Committee Members representing each Department or Program are:

Troy Hall (Conservation Social Sciences) Penny Morgan (Forest Resources) Janet Rachlow (Fish and Wildlife Resources), Chair David Roon (Ecology and Conservation Biology) Lee Vierling (Rangeland Ecology and Management) Fran Wagner (Forest Products)

Thanks, Janet
Dr. Janet Rachlow
Department of Fish & Wildlife Resources
P.O. Box 441136
Moscow, ID 83844-1136
phone: 208-885-9328
fax: 208-885-9080
CNR Curriculum Committee

January 31, 2009

Present: Janet Rachlow, chair, Karen Launchbaugh (sub. for Lee Vierling), David Roon, Larry Young (sub. for Troy Hall), Fran Wagner, Mike Whiteman, Anthony Davis (sub. for Penny Morgan).

Also present: Charles Tibbals, academic publications editor, Registrar’s Office, and Valarie Roberts, Assistant to the Dean, College of Graduate Studies

Masters - NOI Discussion

The draft NOI proposal prepared by Bill McLaughlin to combine the college’s seven masters into one was discussed.

Objections voiced by department faculties included: Options not already included in the college should not be added without further deliberations. A Master of Science in Natural Resources is somewhat confusing compared to MNR, which is more of a professional degree. A Master of Science without options would provide more flexibility and would provide more flexibility and would be a strong program across the college. Programs with fewer than ten students are protected from elimination. There is a danger in moving to a common program but, it was noted, that has not happened with the college’s PhD. Most prefer to have the program listed or included in the title; with the exception of fisheries and wildlife, that would not discourage students from coming.

The college’s PhD is a Dr. of Philosophy with a major in natural resources. The proposed change to the CNR masters would create a Master of Science with a major in natural resources.

Valerie noted that it is not uncommon to have a college-wide doctoral program, e.g. a sports physiologist with a College of Education degree; they describe their background with their list of publications and letters of reference. It was noted that a master degree is different and for many is a terminal degree.

A question was raised about what specialization term could be used without SBOE approval. Charles said “concentration” is used most commonly and Karen indicated REM has used “Career Track” to describe a focus area. Neither will show up on an official transcript.

Next Steps

**MSP (Larry Young; Fran Wagner):** Put forward these two approaches that do the following:
- MS degree with a major in natural resources with no specified options
- MS degree with major in natural resources with six specified options that are being consolidated
- A clear explanation of the reasoning behind those two approaches be provided and departments have an opportunity to react to those and this or another NOI as modified.

Anthony agreed to write the rational for master with no options and Janet agreed to write the master with options.

**MSP (Rachlow, Wagner):** After discussion with respective departments that we forward the recommended modifications to the dean.
The process was discussed:
1) Return to dean for revision with recommendations
2) Dean returns to committee
3) Committee discusses and circulates to faculty for 5 days
4) If no dissenting vote from 5 faculty, then it will forward to UCC

Charles explained the university’s stand. According to legal counsel there is no veto in this process. Items may be forwarded to SBOE in two ways:
- The president can send something to SBOE. Even if there is no support in the college, with UCC and Faculty Council, the proposal may be forwarded anyway.
- The faculty can circumvent the president and forward items to SBOE

It is possible that retaining options may not appear to the SBOE as enough of a change. And, if the process in the college doesn’t move swiftly it is possible changes will be made for us. Representatives from the departments were asked to caucus and get a consensus or email vote from their faculty. The default position needs to be clarified to the faculty.

A vote of the committee was taken:
1. Master of Science, no options (4 in favor; Larry unknown)
2. Master of Science with 6 existing majors as options (1 in favor; Larry unknown)

MSP(Launchbaugh, Wagner): The recommendation of these two options from the Curriculum Committee favors a single Master of Natural Resources degree without options. A footnote and rationale will be included.

Janet and Anthony will redraft the NOI today, forward the proposal to faculty today, meet Tuesday, February 3, or Wednesday, February 4, and forward the committee’s recommendations to the dean by the end of the week.

There was a consensus that “sustainable” and other options that were added should be removed.

**Bachelor of Science for Range Livestock**

MSP (Launchbaugh): That the NOI with amendments that drops the Bachelors of Science for range livestock.

To approve the NOI with amendments that drops the Bachelors of Science I range livestock.

Vote: unanimous vote
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Graduate Council

Program/Degree: Consolidation of Forest Resources, Rangeland Ecology and Management, Conservation Social Sciences, Forest Products, and Fish and Wildlife Resources
To Master of Science in Natural Resources

Discussion:

Janet Rachlow presented on behalf of the CNR College Curriculum Committee. Dean McLaughlin was also present to address questions.

Dr. Rachlow indicated that all the majors within the college would be collapsed into the M.S. Natural Resources. No options or emphasis areas are included in the name of the degree. This concept parallels the college-wide Ph.D. degree in Natural Resources

In CNR, the department faculty voices their opinions to their representative to the College Curriculum Committee and then committee acts on their behalf so there are no specific department votes reported. The issue is then posted on the college website and asks faculty to indicate any concerns. In the absence of five faculty members dissenting within five days of the note, the NOI is considered approved. It was reported that there was no overwhelming opposition to the NOI from the department faculty.

With this NOI approved, the College degrees would be the Master of Natural Science, Master of Science, Ph.D. all in Natural Resources.

Dean McLaughlin indicated that the degree can all be the same and the coursework can reflect the areas of specialty or interdisciplinary. Because the Study Plan indicates the student’s direction, the direction of the program can be determined there.

The college has 58 faculty.

With consolidation, is there a common core? Dean McLaughlin indicated that this is the long-term discussion and goal. Instead of six sets of learning outcomes, there will be one set to be discussed.

Question was asked if the need to consolidate was based on low numbers in each program and if combining them would produce stronger numbers. Master of Science degrees in the six areas have declined from 40 in 2004 to 25 in 2008. The following chart shows a more detailed breakdown:
Consolidation of CNR programs
Page 2
2-25-09

<table>
<thead>
<tr>
<th>CNR MS Majors</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation Social Sciences</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fisheries</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Forest Products</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Forest Resources</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rangeland Ecology and Management</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Wildlife Resources</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The Master of Natural Resource degree is an expanding on-line program for professionals.

Question was asked if students will be less likely to come here if the program isn’t individually identified. The response was that the Fish and Wildlife students and department may miss the name recognition, especially in Idaho, but do not oppose the consolidation.

Vote: ___13___ In Favor

___0___ Opposed
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 3/02/09

Absent: Nancy Krogh, Garrett Holbrook.
Others Present: Margrit Von Braun, John Foltz, Bill Woolston, Mark Hoversten, Dwaine Hubbard

Program/Degree: Consolidate the following Master of Science major into a combined major in Natural Resources: Conservation Social Sciences; Fishery Resources; Forest Resources; Forest Products; Rangeland Ecology and Management; and Wildlife Resources.

Discussion:

UCC-09-102  College of Natural Resources
The committee reviewed the proposed Notice of Intent (NOI) from the College of Natural Resources to discontinue the Master of Science (M.S.) majors in Conservation Social Sciences; Fishery Resources; Forest Resources; Forest Products; Rangeland Ecology and Management; and Wildlife Resources. The proposed NOI also seeks to create a consolidated Master of Science major in Natural Resources. Committee chair Dacey asked what the difference is between the M.N.R. program and the M.S. program. Committee member Marshall indicated that the M.N.R. program is intended mostly for off-campus students and does not contain a research requirement. Committee member Machleidt noted that the M.N.R. program is intended mostly for off-campus students and does not contain a research requirement. Committee member Machleidt voiced concern over the varying subjects all being housed under one major. Marshall noted that proposed consolidated M.S. program would then be in line with the existing Ph.D. program and would hopefully encourage more cross-department work within the college. Machleidt noted that there would be very little cost savings from this reorganization. Committee member Wells remarked that this NOI made sense to him from an administrative and academic perspective. The committee Approved the proposed NOI 11 for and 0 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Approved – 11 For, 0 Against
IDAHO STATE BOARD OF EDUCATION  
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION  
NOTICE OF INTENT  
To initiate a  
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Art & Architecture
Name of Department(s) or Area(s): Art & Design

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

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

(Degree or Certificate)

Proposed Starting Date: July 1, 2009

For New Programs:  

Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

Dean’s signature on file 2/2/2009
College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 12/10/08
Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The request is to be allowed to discontinue the Master of Arts in Teaching art, an online degree. This program draws resources from other existing professional programs.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   The request to cancel this degree program is based on a number of factors including the following:

   Following are the program descriptors leading to and supporting this recommendation:

   **Summary:**

   The Yardley Report questioned the viability of this program based on low enrollments. Currently there are 1.8 student FTE’s in the program. Closure of this on-line degree allows the department to focus its limited faculty resources on the traditional, studio-based undergraduate and graduate degrees offered by the department.

   **Quality:** Graduates of the program are generally of high quality who find jobs in private practice.

   **Duplication:** The program does not duplicate other programs or degrees at the university.

   **Centrality:** Art is part of the liberal arts mandate documents for the University of Idaho. It is central to the mission.

   **Demand:** This is the only on-line MAT in Art in the state of Idaho. Approximately two to six students are admitted per year. There has been steady growth in enrollments. Nevertheless, this is a small program. Nearly all courses are less that 4 student enrollment.

   **Resources:** Courses currently are taught as an “overload” to normal teaching assignments. Since teaching loads in this department are very high, removal of this degree would result in more manageable workloads.

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

   The professional art degrees are maintained.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.
This does not apply. The University of Idaho offers the only online MAT in Art program in the State of Idaho.

Enrollment and Graduates (i.e., number of majors or other relevant data)  
By Institution for the Proposed Program  
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e., centrality).

The primary focus remains on the Master of Fine Arts degree (MFA) which is aligned with the liberal arts mission of the University.

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

   Yes  X  No

If not on 8-year plan, provide a justification for adding the program.

8. Resources—Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: College of Art and Architecture Curriculum Committee
   Jill Dacey (chair), Brian Sumption, Anne Marshall, Diane Armpriest, Shauna Corry, Elizabeth Graff.

Program/Degree: Discontinue the MAT Art degree

Discussion:

It should be noted that this NOI was not initiated by the Department of Art and Design, but by Mark Hoversten, Dean of the College of Art and Architecture.

Good revenue stream; University should look at other MAT on-line degree programs. It does take faculty time to accomplish the program.

Came through as 2 votes to support the NOI; 5 to not support; 2 abstained from voting at the Department of Art & Design level of voting.

It is labor intensive. Skypes is used and work is shown on line. There is direct feedback to students by faculty members.

Is an opportunity for teachers; one of the department’s major forms of outreach.

Students don’t pay out-of-state tuition; pay $35.00 per credit (on-line fee).

Students in the program have reported that it costs about $20,000.00 to complete the MAT online in one year at other universities.

More discussion about specific courses and what they offer the student. Classes taken by both MFA on campus students and MAT online students are taught at night using both actual and virtual attendance, using Skype.

Other MATs are being dismantled across campus. Math has one that is viable. It should be noted that the MAT in Art accepts approximately 3/year of the 12 to 15 that apply. They have to submit a portfolio and go through a strong review process.

Undergraduate emphasis areas in ceramics and photography are already dismantled.

Would the department decide to freeze the program rather than dismantle it? No decision or discussion on this possibility.

Vote: Unanimous in not supporting the NOI for the discontinuation of the MAT Art degree.

Revised 12/10/08
Page 6
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Department of Art, Committee of the whole.
Cronk, Dacey, Ferguson, Giese, Haagensen, Keim-Campbell, Machlis, Turner-Rahman, Woolston

Program/Degree: MAT Art

Discussion:

The Dean’s NOI was presented and discussed line by line for accuracy and comment. A discussion of pro’s and con’s followed, in turn followed by the vote.

Title page: Missing degree or certificate designation. (MAT Art –online)

Page 1 Question 1: Additional words needed to second sentence, “This program draws resources from other professional programs in the department.”

Page 1 Question 2: Yardley Report summary: incorrectly states the student FTE’s. The student FTE’s have steadily grown since the report was issued to a high this Spring 09 with 10 students enrolled in the MAT. The Yardley Report recommended either to grow the program or to discontinue it. We have chosen to grow the program by 2 times. Since the Yardley Report the MAT has been awarded a ten-year reaccreditation by NASAD.

Quality: The MAT leads to a degree in education not private practice. The degree also leads to a doctorate in Education, teacher pay increases, professional teacher standing in their district and higher quality teacher standards in elementary and secondary art programs.

Demand: The following should be added and/or noted: Since the Yardley Report was issued the enrollments have doubled with a total of 10 MAT students enrolled. The potential for growth of this unique national online offering is limited mostly by the size of the faculty. It currently is a positive revenue stream for the department and the University. Current enrollment for Art 520 and 521 is 6 students each and Art 508, which is jointly taken by MFA students, has 3 MAT students.

Discussion followed:

Concerns were expressed that the elimination of the MAT was a political move that if not approved might increase the likelihood of other future program cuts.

We should acknowledge that the University in the PPP needs to make cuts in order to renew the University’s focus of resources and we should be sensitive to the University’s recommendations.

Concern was expressed that if there is agreement on this closure that a statement should be registered that no faculty will lose their positions over this and any resources available from the closure will be redirected to the MFA program.

Revised 12/10/08
The MFA and MAT programs are both lumped together in all matrix tables for PPP review. If the MAT is discontinued this will directly effect the total graduate numbers and may bring unwarranted scrutiny to the MFA program.

The MAT program is unique, innovative and growing program and could further increase revenue to the department and University. It will increase total graduate masters FTE numbers. Dissolving the program will reduce the departments outreach, a stated goal of the UI Strategic Plan.

Concerns were expressed about the UI Administrations vision since it was observed that so many MAT programs were listed for dissolution. Was this an unexpressed policy that needed airing? It was also noted that the Math MAT was retained with “good” numbers, why then was the Art MAT with solid numbers and growing slated for dissolution?

There were concerns expressed about the limits of the online delivery format. Discussion ensued about Skype in audio, video and text as well as the ability to tap into the new Artstor library resource to expand the MAT students’ visual knowledge base.

It was acknowledged that the recent UI Presidential candidate envisioned a more robust commitment to on line delivery. The graduate school is projecting that the new wave for future delivery of training for experienced workers in the growing pool of middle management is through online delivery such as our MAT on line program.

**Vote:** For approval of the NOI (2); Against approval of the NOI (5); Abstaining (2)
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Graduate Council

Program/Degree: MAT Art

Discussion:

Jill Dacey, Chair of the College of Art and Architecture Curriculum Committee was present to answer questions regarding the NOI.

The MAT program is a totally on-line program designed to serve mainly high school teachers who enroll for one class per semester.

MAT program just received a 10 year accreditation last semester.

The final department vote on the NOI was 1(Y)-7(N)-1(AB). The final College Curriculum Committee vote on the NOI was 0(Y)-6(N).

Dacey indicated that while this program is time intensive it also generates revenue. They only take the students that can be accommodated.

Councilor asked how this program was selected for discontinuance. Response was that this NOI was initiated at the Dean’s level. There are 18 students in the Master of Fine Arts program, a 3 year program which is the heart of the Art department.

Dean Hoversten was asked why this program was on the list. He began by praising the program and the efforts of the faculty to support it. He indicated that this is a good degree and serves a function that we don’t have elsewhere. This is a good program for people who are place bound. The reason this program is on the radar screen, is because the faculty are stretched too thin. This may be a place where the teaching loads can be reduced to focus on the remaining programs. The MFA is the heart of the professional program and is the strongest. He continued to say that he is looking for strong programs in all our majors. The major issue here is focus and teaching loads and needing to look at the big picture of the entire college.

Dacey indicated that his NOI was initiated by the Dean’s Office and the department faculty does not support it. This is one of the few programs of its kind nationally. If you GOOGLE for such a program, the UI is the first choice. The opinion of the department faculty was that with good funding this program can have an even higher national profile. The department has indicated that they would
step up and do more in order to keep the program. After a long discussion, the department wishes to keep the program. Department feels the program has a strong future.

Dacey indicated that students in the MAT and MFA attend several of the same courses with the MAT students connected electronically. The MFA is a 60 credit degree; MAT is 30 credits and is for teachers. The MAT could be used by those who wish to do doctoral programs in Education.

Dean Hoversten indicated the challenge at the college level is that he isn’t sure how to teach all the courses need for all the degrees without continuing to overload the faculty.

One Councilor stated firmly that we need to either find the resources or we will lose students from a growing program.

A statement was made that it isn’t always bad to have small program which is done well.

Another thought was expressed that by ending this program for teachers, we also may end the exposure of their students to art. Thus we would lose these potential students and thus continue the downward spiral.

This was acknowledged by department faculty along with the comment that once a program is eliminated, it is very difficult to get it back.

Question was asked if this NOI was connected with the current budget situation. Dean von Braun reminded Council that the PPP is separate from the budget issues and one is not the cause of the other. We are being asked to make difficult academic decisions. It is difficult to separate the two but the fact is that there isn’t enough money to go around.

Dean Hoversten indicated the faculty in the college is stretched, stressed, and strained and that difficult decisions need to be made.

Vote: __2__ In Favor

__11__ Opposed

Revised 12/10/08
Page 10
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 3/02/09

Absent: Nancy Krogh, Garrett Holbrook.
Others Present: Margrit Von Braun, John Foltz, Bill Woolston, Mark Hoversten, Dwaine Hubbard

Program/Degree: Discontinue the Master of Arts in Teaching (M.A.T.) major in Art Education

Discussion:

UCC-09-104  College of Art and Architecture
Committee chair Dacey introduced the proposed Notice of Intent (NOI) from the College of Art and Architecture to discontinue the Master of Arts in Teaching (M.A.T.) major in Art Education. Dacey noted that this is one of the very few online M.A.T. in Art programs. Dacey indicated that enrollment is normally limited to 3 new students per year until last year. Committee member Eckwright clarified that if the department had the resources they would admit greater numbers of students into the program. Dacey noted that two faculty teach the majority of the classes for these students. Bill Woolston indicated that other faculty in the department have agreed to help teach courses for this program. Dean Hoversten vouched for the quality of this program and indicated that the biggest concern is a lack of resources in the college to support this program. Committee member Stone asked how many students this program could handle with help from the other departmental faculty. Dacey indicated that the department could likely handle up to 12 at a time. Woolston noted that that the entire graduate program is taken as a teaching overload. Additionally stipends that are used for M.F.A. students to assist in teaching up to 72 art courses have been reduced by 60%. Stone asked if teaching the program as an overload would have any impact on accreditation. Woolston indicated that all the programs were accredited with this knowledge. Committee member Henscheid noted that with all of the NOIs coming through, the committee focuses on the curricular impact to the program, but not to the university. Dacey noted that some of that discussion did occur with undergraduate programs such as Communication Studies. The committee Denied the proposed NOI 0 for and 11 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Denied – 0 For, 11 Against
**IDAHO STATE BOARD OF EDUCATION**  
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**  
**NOTICE OF INTENT**  
To initiate a  
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

**Institution Submitting Proposal:** UNIVERSITY OF IDAHO  
**Name of College, School, or Division:** COLLEGE OF AGRICULTURE & LIFE SCIENCES  
**Name of Department(s) or Area(s):** ANIMAL & VETERINARY SCIENCE

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

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

**DISCONTINUE** MASTER OF SCIENCE IN VETERINARY SCIENCE  
(Degree or Certificate)

**Proposed Starting Date:** Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

**Dean’s signature on file**  
2/18/09  
**College Dean (Institution)**  
Date

**Chief Fiscal Officer (Institution)**  
Date

**Chief Academic Officer (Institution)**  
Date

**President**  
Date

**VP Research & Graduate Studies**  
Date

**State Administrator, SDPTE**  
Date

**Chief Academic Officer, OSBE**  
Date

**SBOE/OSBE Approval**  
Date

*General Faculty Meeting - April 21, 2009 - Page 216*
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Animal & Veterinary Science Department is discontinuing (dropping) its Master of Science in Veterinary Science graduate program.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

   The M.S. – Vet Sci graduate program has enrolled a very low number of students (fewer than 1 per year) over the past 10 years.

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

   The AVS Department will continue to offer the M.S. – Animal Science and Ph.D. – Animal Physiology graduate programs

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   None offered.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>
Decks offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>M.S.</td>
<td>None at M.S.</td>
<td>None at M.S. level</td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Not applicable.

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

   Yes  X  No __________

   If not on 8-year plan, provide a justification for adding the program.
8. **Resources--Faculty/Staff/Space Needs/Capital Outlay.** (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY ______</th>
<th>FY ______</th>
<th>FY ______</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: AVS Faculty

Program/Degree: MS Veterinary Science

Discussion:

Meeting was convened at 12:00 noon (Pacific) by Dr. Carl Hunt, originating in Ag104 and by videoconference to Caldwell, Idaho Falls, Salmon and Twin Falls.

In attendance: Amin Ahmadzedah, Jason Ahola, Dick Battaglia, Marie Bulgin, Mireille Chahine, Joe Dalton, Tracy Davis, Matt Doumit, Benton Glaze, Carl Hunt, John Hall, Mark McGuire, Gordon Murdoch, Roxanne Pillars, Matt Powell, Pedram Rezamand, Ron Richard, Chris Schneider, and Dirk Vanderwall.

Absent: Wayne Ayers & Jim England (both on weekly Tuesday field calls), Ron Hardy, Rod Hill, and Rick Norell.

Excerpt of the discussion of the NOI’s:

• Program Reprioritization. Two AVS degree programs have been identified by the committee for elimination. These are not cost-bearing programs, but have been used infrequently in the past so are proposed for elimination. The programs are:
  o MS in Veterinary Science – again, not cost-bearing, and probably a direction for AVS in the future. Prospective students who would enroll in the degree option include pre-vet students who are not accepted for vet school in their first attempt and also post- DVM’s who might want to pursue an advanced research degree and/or be considering a career move to academia or industry.
  o Vote of the faculty required today on NOI (Notice of Intent) for both degrees. Considerable discussion followed, including possibly a NOI to rename AVS degrees to “Animal and Veterinary Science” with the appropriate area of emphasis. There were several advantages cited for retaining the M.S. Vet Science degree with the two prevailing advantages being: 1) there is a need for this degree for career/professional positions – 100% of the graduates of this degree find employment, and 2) elimination of the degrees would not change the courses we are offering and consequently there would be no cost saving in eliminating either. The only advantage of the NOI’s that could be cited was appearance that CALS had made a good faith effort to streamline its degree offerings. A vote followed the discussion.

Vote: The vote to support the NOI eliminating the M.S Vet Science degree option failed 16 to 2
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Academic Programs Advisory Committee, CALS

Program/Degree: M.S. Vet. Science

Discussion:
The committee reviewed the NOI Approval Tracking Form from the Animal and Veterinary Sciences faculty meeting, which clearly outlined the arguments against discontinuing this degree. The form also contained the departmental vote concerning this NOI – 1 in favor, 17 opposed. No further discussion occurred.

Vote: 2 in favor, 2 opposed, 2 abstained
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee:  Graduate Council

Program/Degree:  Master of Science in Veterinary Science

Discussion:

Ben Swan, Chair of CALS Academic Programs Advisory Committee, presented the NOI on behalf of the college. Dick Battaglia was present representing the department and Andrew Brewick was present representing the Dean’s Office.

In summary, the department vote was 2-16 to approve the NOI and the vote was 2-2-2 by CALS Academic Programs Advisory Committee.

Dick Battaglia addressed the Council. He explained that there are two MS degrees in dept. – MS in Animal Science and MS in Veterinary Science. Animal Science and Veterinary Science used to be two departments each with their own degree. When the departments merged, the separate degrees were retained. MS Vet Sci is a post DVM degree with few students. The difference between the degrees is what the committee makes it. The same faculty is involved in both degrees. The BS degrees are combined so this NOI request would be in line with that combination. However, Council was reminded that his request was initiated by the Dean’s Office and not the department.

Andrew said that any post DVM can still get the MS in An Sci and design the degree and the program will serve the student well. The elimination of this program is a strategic decision. There is not as high a need or demand for this program as there once was.

Why do DVMs come back? DVM is broad degree while MS is or PhD is an in depth program. It can also depend if the student wants to go into practice or academia.

How many are actually in the program? Does this elimination dilute the department? No, there is only one a year.

Vote:  ___10__Yes

___3___No
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 3/02/09

Absent: Nancy Krogh, Garrett Holbrook.
Others Present: Margrit Von Braun, John Foltz, Bill Woolston, Mark Hoversten, Dwaine Hubbard

Program/Degree: Discontinue Master of Science (M.S.) major in Veterinary Science

Discussion:

UCC-09-094  College of Agricultural and Life Sciences
The committee reviewed the proposed Notice of Intent (NOI) from the College of Agricultural and Life Sciences to discontinue the Master of Science (M.S.) major in Veterinary Science. Committee member Secrist questioned the departmental notes in the minutes from APAC and Graduate Council. Committee member Machleidt noted there were no minutes from the departmental curriculum committee meeting. Committee member Battaglia indicated that the departmental minutes were attached to the NOI from the department. Associate Dean Foltz indicated that the missing minutes and data may be an oversight from his office when he sent them forward. The argument to close M.S. in Veterinary Science program is very low enrollment in the program. Battaglia indicated that the department would like to keep the program on the grounds that it cost the university very little to retain it. The committee approved the motion to Defer the proposed NOI until the missing data can be provided.

Vote: No vote recorded.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 3/09/09

Absent: Mark Secrist, Garrett Holbrook.
Others Present: Diane Armpriest, Thea Lu, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue Master of Science (M.S.) major in Veterinary Science

Discussion:

UCC-09-094  College of Agricultural and Life Sciences
The committee returned to the deferred Notice of Intent (NOI) from the College of Agricultural and Life Sciences to discontinue the Master of Science (M.S.) with a major in Veterinary Science. Battaglia noted that the major isn’t essential to the survival of the department, but it really has next to no cost to the department and dropping this major will not cause any courses to be dropped. The committee noted the lack of courses offered under the subject rubric of Veterinary Science. Committee members Battaglia and Hill reviewed the graduation rates of the majors in the Department of Animal and Veterinary Science and explained why students would return to complete more advanced degrees. The committee Approved the proposed NOI 8 for and 2 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Approved – 8 for and 2 against

Revised 12/10/08
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Art & Architecture
Name of Department(s) or Area(s): Architecture & Interior Design

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

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

(Degree or Certificate)

Proposed Starting Date: July 1, 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

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

Dean’s signature on file 2/2/09
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The request is to be allowed to discontinue the MS Architecture degree. This program draws resources from other existing professional programs.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   The request to cancel this degree program is based on a number of factors including the following:

**Summary:**

Closure of this degree allows the department to focus its limited faculty resources on the accredited, seamless professional, graduate degree as well as the undergraduate BS Arch degree which are taught contiguously. Students receive both the BS Arch and M Arch at the same time. The Yardley Report suggested that the University of Idaho focus on degrees related to professional programs leading to state licensure.

Currently, students in this non-professional MS Arch degree program recommended for closure are taught as an overload beyond normal teaching assignments.

**Quality:** Graduates of the MS Arch program are generally of high quality and find jobs in teaching, research and in the public sector.

**Duplication:** The program does not duplicate other programs or degrees at the university.

**Centrality:** Architecture is listed in the mandate documents for the University of Idaho. It is central to the mission.

**Demand:** Approximately two to three students are admitted per year out of about 10-12 applicants per year. There are approximately six students in the program and two newly admitted.

**Resources:** The MS program is currently administered as an “overload” to normal teaching assignments. Although teaching loads in this department are very high, removal of this degree would not offset the benefits provided by MS students serving as teaching and research assistants.”.

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

   The Master of Architecture remains the accredited professional degree. Closure of MS Arch program does not affect accreditation.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for
the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

This does not apply. The University of Idaho offers the only accredited Architecture Program in the State of Idaho and the only MS Arch in the state of Idaho.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Describe how this request is consistent with the State Board of Education’s policy or role and mission of the institution. (i.e. centrality).

This closure allows us to focus on our professionally accredited degree, the Master of Architecture which is central to the role of the University.

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

   Yes   X   No _____

If not on 8-year plan, provide a justification for adding the program.

8. Resources—Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY _______</th>
<th>FY _______</th>
<th>FY _______</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

** Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: Faculty Committee of the Whole
Department of Architecture and Interior Design.
2/4/2009

Program/Degree: MS. Architecture

Discussion:

Diane Armpriest began the discussion by providing an overview of the NOI Process. The recommended closure of the MS Architecture program was a result of the prioritization process that identified the MS Arch as one of the 41 programs to be closed. The NOI for each program was then developed at the college level. The NOI we are reviewing today was initiated by Dean Hoversten and sent to the department chair who reviewed it and added minor editorial changes before sending it to faculty for review and discussion. Today we need to discuss the elimination of the MS Architecture at the department meeting as a committee of the whole, revise the form as needed and send it, together with minutes of the meeting, to the college curriculum committee for discussion.

Anne said that we should state clearly that it was not the department who authored this document (NOI). The statement with our initial response to the dean should be attached to the NOI document as this outlines our position. The department believes that the benefits outweigh the costs but the administration is recommending this because of current and forecasted constraints.

Frank added that it is probably a political move and if not approved and may increase vulnerability of other department programs to future cuts.

The department preference is freezing the program rather than elimination because it would be easier to reactivate and we may want to expand it at a future date when the financial climate is healthier.

The MS Arch program does not increase the teaching/advising load for all faculty members; it affects only the major professors and committee members working with MS Arch students.

Question Yardley statement in NOI. There was no mention of the MS in Yardley, but the entire university was encouraged to support the professional programs.

The benefits outweigh the cost despite the fact that it contributes to an additional teaching/advising load.

We should acknowledge that the University of Idaho needs to make cuts.

The consensus was to recommend freezing the MS Arch program to create options in the future.

Include department’s cost benefit analysis with document.
Bruce said it is the only MS Arch program in the state.

We should be sensitive to the University’s recommendations.

End of discussion............

At the meeting additional changes were also made directly on the NOI form by Diane in response to faculty comments, and she will circulate it to all faculty for review prior to submitting it to the College Curriculum Committee.

Vote:

The NOI, Addendum and minutes are forwarded with unanimous support to the CAA Curriculum Committee

9. Addendum

This NOI was not initiated by the faculty of the Department of Architecture and Interior Design, and the following statement presents the position of the Department relative to the proposed closure of the MS Architecture program.

The Department of Architecture and Interior Design acknowledge that the University of Idaho needs to make substantial budget cuts; however, the Department’s cost benefit analysis suggests that the benefits to the University of Idaho associated with retaining the MS Architecture program outweigh the minor costs associated with delivering the program. MS student and faculty research helps forward the University initiatives on sustainability, and we offer the only MS Arch program in the State of Idaho. In addition, student profiles typically fall into the categories of non-traditional and international, thus increasing diversity at the University of Idaho.

Again, understanding the current fiscal environment, we recommend that we freeze the program until additional resources are available, thus saving the additional time and money required to request reopening the program at a later date. A summary of the findings of our assessment of program strengths is attached.

10. Department of Architecture and Interior Design

“Sense of the Faculty” on Proposed Elimination of MS in Architecture

10/27/09

The faculty of the Department of Architecture and Interior Design discussed the proposal to eliminate the MS Architecture degree during our faculty meeting, Jan 21, 2009. As a point of clarification, there are currently six active students in the program, and 2 admitted to start in 2009. Faculty in Architecture, Interior Design and VTD participate directly in the program. The students choose our program because they are interested in university teaching, research or preparation for Ph.D. programs elsewhere.

In addition, it is important to point out that the topics pursued by most of our graduate students are in the area of sustainable design or virtual technology and design – areas that have already been identified as central to the strategic plan and focus areas of the University of Idaho.

We believe the advantages of maintaining the program outweigh the disadvantages.
• No funding is budgeted to support faculty teaching in the program, so it creates a positive cash flow for the University.
• The program is selective – admitting only 2-3 students (of approximately 10 applicants) annually. Students are admitted to the program only if a faculty member would like to work with them and help pursue their mutual research agendas. There are several examples of collaborative outcomes, including joint publications, symposia and grants.
• Some MS students serve as teaching assistants in Foundations, Architecture and VTD.
• The participation of MS students in graduate level courses enriches the experience of the professional M.Arch students who are also enrolled.
• MS students come from around the world and increase the diversity of our program.

We also noted several disadvantages to offering our current program.

• Working with MS students does increase the teaching loads of faculty who serve as major professors or on committees.
• Because the program is small, and students are often enrolled part-time, we have not established a strong MS Culture.
• There is no funding available to recruit students, and we only have very limited funding available to support the students.

The preference of the faculty is to continue the MSArch program. As an alternative approach, recognizing that the University is in a serious fiscal crisis, we would propose “freezing” the program rather than eliminating it. By taking that action, it would be easier to reactivate it at such time as resources become available.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: College of Art and Architecture Curriculum Committee
Jill Dacey (chair), Brian Sumption, Anne Marshall, Diane Armpriest, Shauna Corry, Elizabeth Graff.

Program/Degree: Discontinue the MS Architecture degree

Discussion:

It should be noted that this NOI was not initiated by the Department of Architecture and Interior Design, but by Mark Hoversten, Dean of the College of Art and Architecture.

Diane Armpriest and Anne Marshall presented in support of the MS Arch degree. The students teach and enhance research. The students have contributed to an increased research output and increase in diversity…most students are International students.

The department realizes the situation the University is in and that we are being requested to make cuts; however, they want to freeze the program rather than do away with it, in order to have the option of reinstating the program later.

There are no separate classes but the students do a thesis, so there is an extra cost. Elizabeth Graff asked what additional demands are placed on the department by having these students. Response was that it requires one-on-one with faculty members to design their program and then with the committee.

Most MS students don’t have a professional degree in architecture. The student may be from another discipline completely. Diane says that it takes about an hour a week for a year to mentor a student. May or may not contribute to the faculty members’ research. Only take the student if there is a faculty member who wants to take this person on, otherwise they are not admitted. The one hour is not off-loaded by teaching by the student.

There is concern that if we don’t do this that the degree will be eliminated without input. Mark added that if there are compelling reasons to keep a program, these will be listened to.

Vote: To support the NOI to discontinue the MS Architecture degree, not unanimously.

It was moved and seconded to reconsider the NOI to Discontinue the MS Architecture after the NOI to discontinue the MAT Art was discussed.

For consistency in how the NOI was presented and the vote taken, the committee determined that the question was not presented consistently with all NOIs being considered. After further clarification of the similarity to the MAT Art in terms of faculty time and positive aspects of the program, the College Curriculum Committee re-voted.

Vote: To NOT support the NOI to discontinue the MS Architecture degree, unanimously.
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee:  Graduate Council

Program/Degree:   Master of Science Architecture

Discussion:

Jill Dacey opened discussion. The AA curriculum committee voted to keep the program but not admit students rather than eliminate the MS in Architecture. This degree is the thesis program for the Architecture program. Only a few students are allowed into the program each year. The students participate with faculty and faculty research.

The department approved, under protest, to close it. College Curr Comm, voted for the NOI- College voted unanimously not to approve.

Discussion points are summarized. The dept savings would be felt at the faculty level, as faculty help students write theses. The thesis is in line with the faculty’s research. The students take the same courses as the March (non-thesis option) students. Students in this degree do not help create the threshold number for classes, as there are so few students. Another advantage to maintain a small program is to enhance scholarly productivity, as the University of Idaho strategic plan indicates.

Move to vote on the NOI to discontinue MS Arch
y=2, n=6, abstain=4

Vote:  __2__ In Favor

 ___6___ Opposed

 ___4___ Abstain
Notice of Intent (NOI) Approval Tracking Form

Committee Chairs please append this document to the relevant NOI and send it forward to the next committee for review.

Committee: University Curriculum Committee  Date: 3/09/09

Absent: Mark Secrist, Garrett Holbrook.
Others Present: Diane Armpriest, Thea Lu, Charles Tibbals, Dwaine Hubbard

Program/Degree: Discontinue the Master of Science (M.S.) major in Architecture

Discussion:

UCC-09-105 College of Art and Architecture
Committee chair Dacey introduced the proposed Notice of Intent (NOI) from the College of Art and Architecture to discontinue the Master of Science (M.S.) major in Architecture. Committee member Battaglia asked what where the differences between the B.S.Arch, M.S. in Architecture, and M.Arch programs. Dacey explained the differences between the programs. Diane Armpriest added that the MS. In Architecture does not necessarily require an architecture background, although it does require in interest in architecture. Committee member Machleidt asked if the M.S. in Architecture is the departments only research focused graduate program since the department does not offer a Ph.D. Dacey indicated that is correct. Committee member Marshall asked about the culture in Architecture and whether the University of Idaho would lose credibility by losing its only research focused graduate program in Architecture. Armpriest indicated that it is a matter of opinion. Armpriest noted that the M.S. in Architecture program served as a stepping stone for students who wish to go one to earn a Ph.D. Armpriest explained that the department is very selective about who is admits to the program and only chooses applicants that the faculty are interested in working with. Machleidt asked what the strategic plan of the department is and if it includes expanding research in architecture. Committee member Eckwright noted that it is the University of Idaho’s responsibility to the State of Idaho to provide architecture instruction and training. Committee member asked what freezing a program meant as indicated by the college curriculum committee. The committee Denied the proposed NOI 0 for and 10 against, and will forward the proposed NOI to Faculty Council for review.

Vote: Denied – 0 for and 10 against
TO: University Curriculum Committee

FROM: Office of the Registrar

RE: Proposed Change to Regulations B & C  [Effective: Summer 2009]

DATE: November 17, 2008

B – Registration

B-1. Registration Access. Registration access is given to new students as described above. It is also given to students who were previously enrolled within two years of the term in which they wish to register. Former students who have not been enrolled at UI within those two years must be re-admitted by the Undergraduate or Graduate Admissions Office at least one month prior to the term in which they wish to register. Such students will be required to submit transcripts from any institutions attended since their last registration at UI, and they may also be required to complete a residence questionnaire. Failure to meet the deadline may cause a delay in registration. Undergraduate students are required to meet with their academic advisor prior to registration.

B-2. Admission to Classes. Instructors do not admit anyone to class whose name does not appear on the class roster. UI professors are given the authority to grant or deny access to classes by visiting scholars.

B-2-a. Instructors do not admit anyone to class whose name does not appear on the class roster or for whom they have not signed an "add" card. UI professors are given the authority to grant or deny access to classes by visiting scholars.

B-2-b. Before the beginning of each academic session, students with their advisors' aid complete a trial study list. The information is checked by such intracollege procedures as the student's college may require. Once the advisor's block is removed from an individual student's record, the student registers for classes using the Web registration process. Signed "add" cards are taken to the Registrar's Office for those courses that require permission of the instructor or department. On payment of fees, admission to classes is authorized.

B-3. Auditing Classes. Auditing a course consists of attendance without participation or credit. Only lecture classes delivered in a face-to-face setting may be audited. Audited courses are not recorded on a student's permanent record, except as provided in the chart with regulation C-1. The permission of the instructor is required before a student may audit a course. Seating preference in a course will be given to students who are completing the course for credit.

B-4. Registration for Zero Credit. Any course offered for credit may be taken for zero credit. The implications of zero credit are:

B-4-a. Registrants are expected to do the assigned work and attend class sessions. Grades are received on the same basis as if the course were taken for credit and are entered on permanent records.

B-4-b. Students enrolled in a course for zero credit may take it P/F. This is separate from the "pass-fail option" outlined in B-11.

B-4-c. Courses taken for zero credit do not fulfill requirements.

B-4-d. Zero-credit grades have no effect on a student's grade-point average. Neither do they affect academic eligibility, disqualification, or reinstatement.

B-4-e. Students enrolled for zero credit count as regular registrants for statistical purposes, such as listing course enrollments, computing instructors' loads, and determining departmental services.

B-5. Independent Study Courses. A student enrolled in the regular program is permitted to carry independent study courses for college credit only with the prior written approval of his or her academic dean. Credit for correspondence-study courses will not be accepted without such approval.

B-6. Registration for Courses Without Completion of Prerequisites. Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

B-7. Registration of Lower-Division Students in Upper-Division Courses. All academic programs give priority in the first two years to meeting the general requirements for the appropriate degree and acquiring the foundation for advanced study;
therefore, freshman students may not take upper-division courses. Exceptions may be made for students who have fulfilled the prerequisites and who are well prepared in their field of study. In such cases, the instructor may, with the concurrence of the student's advisor, authorize the exception.

**B-87. Registration of Undergraduate and Non-degree Students in Graduate Courses.** Undergraduate and non-degree students may register in graduate courses under the conditions outlined in the College of Graduate Studies section of Part 4 with the prior written approval of the instructor of the course, the student's advisor, and the Dean of the College of Graduate Studies.

**B-98. Registration of Students with Baccalaureate Degrees as Undergraduates.** To register as undergraduates, students with baccalaureate degrees must secure the permission of the dean of the undergraduate college and file a statement with the registrar indicating that they understand that the work will not be classified as graduate work and cannot be used toward a graduate degree at a later date. (See J-7-b and c.)

**B-409. Registration for Accelerated and Other Short Courses.** Students may register for accelerated and other short courses at any time up to and including the starting date of the course without petition.

**B-410. Pass-Fail Option.**

**B-410-a. Undergraduate Students.**

1. After consultation with their advisors, undergraduates who have a cumulative grade-point average of 2.00 or higher are permitted to enroll in one course a semester under this P/F option. (The grade-point requirement is not applicable to students who are taking university-level courses for the first time.) This procedure is separate from taking courses that are regularly graded P/F. Within the limitations specified above, an undergraduate may enroll under the pass-fail option in any course EXCEPT: (a) courses listed by number and title in the student's major curriculum as printed in Part 5; (b) courses taken to meet the distributional requirements of the college or curriculum, unless allowed for P/F enrollment by the college in which the student is majoring; (c) courses used to satisfy the core curriculum; (d) courses in the major subject field; and (e) courses in closely related fields that are excluded from this option by the student's department. (See B-11-d for "Reporting of Grades."

2. Students in officer education programs (OEP) may enroll under this regulation in courses required because of their affiliation with the OEP ONLY with the permission of the administrator of the OEP department concerned.

3. A maximum of 12 credits earned in courses under this regulation may be counted toward a baccalaureate degree.

**B-410-b. Graduate Students.**

1. With the approval of the major professor concerned (or advisor in the case of an unclassified student) and the vice president for research and graduate studies, graduate students may enroll in a limited number of courses under this P/F option. This procedure is separate from taking courses that are regularly graded P/F.

2. Courses that may be taken by graduate students under this regulation are: (a) any course not in the student's designated major and (b) any course required to remove a deficiency or to provide background for the student's program, unless the major department stipulates that such deficiency courses must be taken on a regular-grade basis and completed with an A or B.

3. Of the minimum number of credits required for a degree, no more than three credits in a master's or specialist program or nine in a doctoral program may be taken under this P/F option.

4. To have P recorded for courses taken under this regulation, a graduate student must earn a C or above. A grade of D will be converted to an F on the student's records.

5. An unclassified student may enroll for courses under this option with the approval of his or her advisor (if assigned) and the vice president for research and graduate studies. If, however, at a later date an unclassified student is admitted to a degree program, the above regulations apply and no changes to regular letter grades will be permitted.

**B-410-c. Adds, Drops, and Changes.** Students may add or drop a P/F option course in the same manner as a regular course, and they may change from P/F to regular-grade classification, or vice versa, if they do so no later than the deadlines stated in regulation C and the academic calendar. Students may make these changes by securing the signatures of the advisor or major professor and dean concerned.

**B-410-d. Reporting of Grades.** Instructors are not notified as to which students are enrolled in courses under this P/F option. Grades are reported in the same manner as grades in courses taken on a regular-grade basis. The registrar is responsible for converting Cs or above to Ps on students' records and, for graduates, Ds to Fs. Grades of D reported for undergraduates are recorded on students' records and are not converted.
**B-1211. Registration in Joint-Listed Courses.** A student who enrolls in a joint-listed course may only earn credit at the level the student initially completes the course. A student who enrolls in the same joint-listed course at a different level will not receive zero-credit on his or her transcript.

### C – Changes in Registration

**C-1.** Students may change their registration as provided in the "Semester Schedule for Changes in Registration" accompanying this regulation. All registration changes are effective on the date they are filed with the registrar. Students may not drop a course by simply staying out of class.

#### Semester Schedule for Changes in Registration

See Academic Calendar in the front of the catalog for dates. The schedule for changes in enrollment in accelerated or short courses during summer session is prorated, based on the number of class meeting hours (see notes below). The calendar in the Summer Bulletin lists the dates for Summer Session.

<table>
<thead>
<tr>
<th>DESIRED CHANGE</th>
<th>First 6 days of semester*</th>
<th>7th day of class through 4th week*</th>
<th>5th week to end of 2nd week following midterms**</th>
<th>After end of 2nd week following midterms***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop course</td>
<td>Drop course on-line, if permitted (see regulation C-3). No grade recorded and credits do not count in 20-credit limit for withdrawal.****</td>
<td>Signature of advisor required for undergrad students. File form with registrar. Grade recorded as W (withdrawal) and counted in 20-credit limit for withdrawal.****</td>
<td>For compelling reasons only, upon successful petition to Academic Petitions Committee (file petition through dean’s office). Grade recorded as W (withdrawal) and counted in 20-credit limit for withdrawal.****</td>
<td></td>
</tr>
<tr>
<td>Add course (for regular credit or audit)</td>
<td>Add course on-line.</td>
<td>Signature of instructor required. File form with registrar.</td>
<td>Signatures of instructor and advisor required for undergrad students. Signature of instructor required for grad, law, and non-degree students. File form with registrar.</td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office).</td>
</tr>
<tr>
<td>Change course section</td>
<td>Change section on-line.</td>
<td>Permission of instructor of new section is required. File form with registrar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESIRED CHANGE</th>
<th>First 2 weeks of classes*</th>
<th>3rd and 4th weeks*</th>
<th>5th week to end of 2nd week following midterms**</th>
<th>After end of 2nd week following midterms***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change from regular credit to audit.</td>
<td>Signature of the instructor required. File form with registrar. <strong>No grade recorded.</strong></td>
<td>Signatures of instructor and advisor required for undergrad students. Signature of instructor required for grad, law, and non-degree students. File form with registrar. Grade recorded as W and counted in 20-credit limit for withdrawal.****</td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office).</td>
<td></td>
</tr>
<tr>
<td>Reduce number of credits in course.</td>
<td>Signature of the instructor required. File form with registrar.</td>
<td></td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office).</td>
<td></td>
</tr>
<tr>
<td>Change from regular grading to pass-fail.</td>
<td>Signature of the advisor/major professor required. File form with registrar.</td>
<td></td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office).</td>
<td></td>
</tr>
<tr>
<td>Change from audit to regular credit.</td>
<td>Signature of the instructor required. File form with registrar.</td>
<td>Signatures of instructor and advisor required for undergrad students. Signature of instructor required for grad, law, and non-degree students. File form with registrar.</td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office).</td>
<td></td>
</tr>
<tr>
<td>Change from pass-fail to regular grading.</td>
<td>Signature of advisor/major professor required. File form with registrar.</td>
<td></td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office).</td>
<td></td>
</tr>
<tr>
<td>Register late.</td>
<td>Register on-line. Pay late-registration service charge.</td>
<td>File form with registrar. Pay late-registration service charge and fee.</td>
<td>For compelling reasons only, upon successful petition to the Academic Petitions Committee (file petition through dean’s office). Pay late-registration service charge and fee.</td>
<td></td>
</tr>
<tr>
<td>DESIRED CHANGE</td>
<td>First 2 weeks of classes*</td>
<td>3rd and 4th weeks*</td>
<td>5th week to end of 2nd week following midterms**</td>
<td>After end of 2nd week following midterms***</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------</td>
<td>-------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Withdraw from university. (see regulation G)</td>
<td>Obtain form from Dean of Students, academic deans, or Registrar's Office. File form in academic dean's office or Registrar's Office. No grade recorded.</td>
<td>Obtain form from Dean of Students, academic deans, or Registrar's Office. File form in academic dean's office or Registrar's Office. Dean's signature required for law students. Grade recorded as WU (withdrawal from university) and credits do not count in 20-credit limit for withdrawal.****</td>
<td>For compelling reasons only; complete medical withdrawal or petition the Academic Petitions Committee (file petition through dean's office). Grade recorded as WU (withdrawal from university) and credits do not count in 20-credit limit for withdrawal.****</td>
<td></td>
</tr>
<tr>
<td>Change undergraduate curriculum/major. (Grad students consult the College of Graduate Studies section in Part 4)</td>
<td>Anytime. File form with registrar. The request to change must be approved by the department in which the new curriculum is offered. If the new curriculum is in a different college, students must meet the admission requirements of that college. Students must also see the department they are transferring out of for counseling and information purposes (not for permission to transfer). A UI cumulative grade-point average of 2.00 or better is normally required to transfer from one UI college or another; however, any student may transfer to the General Studies Program by consulting the program director (signatures certify that the student's academic records have been forwarded). The change of curriculum is official when the student files the completed form with the registrar.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* For accelerated or short courses, the deadline is when no more than 12.5% of the class-meeting hours have been completed.
** For accelerated or short courses, the deadline is after 12.5% but less than 60% of the class-meeting hours have been completed.
*** For accelerated or short courses, the deadline is after 60% of the class-meeting hours have been completed.
**** In the College of Law, consult the dean's office for information concerning grades assigned when students withdraw from law courses after the 2nd week of classes.

C-2. Adding a Course. As shown in the chart accompanying this regulation, a course may be added on-line during the first six days of classes. Beginning with the seventh day of classes, the student must file a form with the registrar that includes the signature of the instructor. After the fourth week of the semester an undergraduate student must have the advisor’s signature as well as the instructor’s to add a course. A course may be added with permission through the end of the second week following midterms.

C-3. Dropping a Course. As shown in the chart accompanying this regulation, a course may be dropped on-line without a grade of W (withdrawal) being recorded on the student's permanent record through the fourth week of the semester. Beginning with the fifth week of the semester and ending the second week of the semester following midterms, a student must file a form with the registrar to drop a course (undergraduate students are required to have the signature of their advisor). During this period a grade of W will be recorded on the student’s record and will count against their 20-credit withdrawal limit (see regulation C-4).

C-4. Credit Withdrawal Limitation.

**C-4-a.** The number of credits that may be dropped and recorded on the student's permanent record is limited to 20 credits during a student's undergraduate career at UI. Petitions must be submitted to the Academic Petitions Committee to drop more than 20 credits during a student's undergraduate career at UI.

**C-4-b.** If a student attempts to drop a course that would bring the total credits he or she has dropped above 20, the student will not be allowed to do so. If a student attempts to drop two or more courses simultaneously and together they would bring his or her total credits dropped above 20, the student will be asked, through the dean's office, to submit a revised request to drop only one course or a combination of courses that would not cause the limitation to be exceeded. If the student cannot be reached or fails to submit a revised request, the registrar will record dropping the course or combination of courses that bear the highest course numbers and not cause the limitation to be exceeded; the dropping of the remainder will not be allowed.