I. Call to Order

II. Approval of Minutes (Vote)
   • Minutes of the 2021-22 Faculty Senate Meeting #17 (January 25, 2022) Attach. #1

III. Consent Agenda (Vote)

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports (Vote)
   • UCC 364 Wildlife Sciences – Lisette Waits Attach. #2
   • UCC 475 A.S Wildland Fuel and Fire Technology – Charles Goebel Attach. #3
   • UCC 461 A.S Forest Operations and Technology – Charles Goebel Attach. #4
   • UCC 460 A.S Forest Nursery Management and Technology – Charles Goebel Attach. #5
   • UCC 454 Entrepreneurship Minor – George Tanner Attach. #6
   • UCC 285 Certificate in Statistics – Hirotachi Abo Attach. #7
   • Faculty Affairs - FSH 3500 – Chantal Vella Attach. #8

VII. Other Announcements and Communications
   • Temporary Emergency Policy Proposal: Scientific Misconduct Committee – Russ Meeuf Attach. #9
   • *APM 35.11 Biohazard Safety Attach. #10

VIII. Special Orders

IX. New Business

X. Adjournment
Attachments:

* Attach. #1: Mtg #17 Minutes
* Attach. #2: UCC 364
* Attach. #3: UCC 475
* Attach. #4: UCC 461
* Attach. #5: UCC 460
* Attach. #6: UCC 454
* Attach. #7: UCC 285
* Attach. #8: FSH 3500
* Attach. #9: Temporary Emergency Policy Proposal
* Attach. #10: APM 35.11

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.
2021 – 2022 Faculty Senate – Pending Approval
Meeting # 17
Tuesday, January 25, 2022, 3:30 pm – 5:00 pm
Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Ogborn (excused), Mittelstaedt (excused), Rashed (excused), Ahmadzadeh, Castillo

Guests: Rebecca Frost, Lindsey Brown, Rebecca Scofield, Jessica Martinez, Jessica Stanley, Emily Tuschhoff, Laurel Meyer

Call to Order: Chair Meeuf called the meeting to order at 3:32 pm.

Approval of Minutes (vote):
• Minutes of the 2021-22 Meeting #16 – Attach. #1.
  The minutes of the 2021-22 Meeting #16 were approved as distributed.

Consent Agenda:
• Sabbatical Leave Committee Recommendations, Attach. #2
  Vice Chair Smith detected an error in the list of approved sabbaticals (Kerri Vierling is listed with the wrong department). Chair Meeuf pulled the item out of the consent agenda for discussion under Committee Reports.

Chair’s Report:
• The nomination period for the 2021-22 University Awards for Excellence for Faculty and Staff ends at 5 p.m. this Friday. Information about the awards and the nomination process can be found online.
  o Staff Awards: https://www.uidaho.edu/governance/faculty-staff/university-awards/staff-awards
  o Faculty Awards: https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty-awards/award-categories

• This week is education abroad week here on campus! Please encourage students to learn more about international educational experiences. The schedule of events can be found online: https://www.uidaho.edu/academics/ipo/study-abroad/education-abroad-week

• The State Board recently asked all four-year higher education institutions in the state to develop an action plan supporting and encouraging the use of Open Education Resources in the classroom to help make the cost of a college education more affordable. The University Teaching Committee has agreed to spearhead the development of this plan, in consultation with the library, the registrar’s office, and other relevant constituencies on campus. A “thank you” is owed to the Teaching Committee for tackling this project, and we’ll look forward to getting a report from them later this term on this project. If you are interested in helping to support this work, let the Chair know and he can pass along your request to Dan Eveleth, the Teaching Committee chair.
• The Committee on Committees will send a survey to all university committee chairs to inquire about the typical frequency of their meetings. This is to determine whether restructuring of some FSH 1640 committees in terms of workload and/or scope may be useful.
• ITS is looking for faculty volunteers to provide feedback for the new “My.UIdaho” platform, which will offer each student a personalized dashboard that integrates with Banner and other applications. ITS is hoping to conduct 45-60 minute, one-on-one interviews with key stakeholders, including faculty, to help them design and develop this new interface. It does not fully replace VandalWeb but provides a friendlier and customizable platform for accessing the services in VandalWeb. If you are interested in participating, please email Jason Swanby, the project manager for this effort, at jswanby@uidaho.edu. ITS will likely also be looking for volunteers to test the beta version of this project later in the term.

There were no questions for the Chair.

Provost’s Report:
• COVID update: Locally, we are experiencing the national surge as predicted by Public Health. The surge is expected to last one to two weeks and is already going down quickly on the east coast. Our COVID protocols remain in place and we continue to communicate with Public Health and Gritman. Testing is available for the university community and has been extended to the upcoming weekend. Our plan as an institution is working and our current situation is manageable. We have 26 students in our isolation space, which is manageable, but we watch carefully for any escalation. NIC has taken a very different approach – they moved partially online but have no mask requirement. Our employees and students are recommended to stay home if sick. They can work from home or take sick leave. Instructors are encouraged to be flexible with student attendance, especially over the next few weeks. Some events have been canceled or delayed. Everyone is encouraged to be vigilant, patient, flexible, and to get vaccinated.

Discussion on the COVID update:
A Senator reported that in Idaho Falls a staff rotation method has been implemented – at any given time, half of the staff stays home and the other half works in person.

Chair Meeuf asked about the degree of flexibility instructors have to change their class delivery mode – for instance, can they move the class temporarily online if the attendance becomes too low for in-person instruction to remain effective? Having said that it is difficult to make a general statement, Provost Lawrence responded that short-term changes are allowed. If a change is needed, faculty should talk to their unit chairs to discuss arrangements. Vice Provost for Faculty Diane Kelly-Riley confirmed that this is what was usually done, pre-COVID as well. Every class is unique, and faculty should coordinate their plans with chairs and deans. Another Senator asked for and received confirmation that faculty also have the flexibility not to offer Zoom or Hyflex options and, instead, they can provide alternative ways to support students who are not able to attend. This is correct.

Senators shared their thoughts on how the large number of student absences is challenging, exhausting, and stressful for instructors. While we all do our best to accommodate student needs and requests, some Senators feel that there is no support system to help faculty with self-care and setting boundaries and to make sure students understand that instructors cannot accommodate every daily demand. The Provost recognized the challenges we all are facing – childcare is another one – and that morale is low. Perhaps we should consider a committee or
task force charged with proposing creative solutions to alleviate faculty stress and fatigue. Chair Meeuf suggested that a collaborative initiative with Staff Council would be best, because these issues impact both faculty and staff.

- Legislative update:
  - This week is devoted to education (not just Higher Ed), with universities in the state giving presentations. U of I presentations are scheduled for this Friday and will be broadcast by Idaho Public Television at 7AM Pacific Time.
  - The Governor’s budget was delivered about a week ago and it looks like there could be some good news – we are optimistic that some of the considerable surplus in our state may come to higher education. Updates will be communicated as they become available.

- Evaluation issues: It is important that all evaluations are done and ready to go by the deadline of March 1, 2022 to process CEC.

- Transition to Canvas: Reports so far have been positive. There will be a survey about the transition, but not right away. In the meantime, people should send feedback and/or report challenges to CETL. The transition seems to be going well.

Discussion on the last three items of the Provost’s report:

In response to a question, the Provost reported that the search for the Vice Provost for Academic Initiatives is well on its way. The search committee is narrowing down the applicant pool for the first round of interviews. There was an inquiry about the search for the CDA Center AVP. The Provost said that the position description has been created and the announcement should go out within the next few days.

Relying to a Senator’s inquiry about faculty evaluation, Provost Lawrence clarified that the presence of two options (meet or does not meet expectations) was adopted already a few years ago. On the other hand, the changes on the staff evaluation form, (now similar to the one for faculty), are recent and were approved through the normal channels and at the December 2021 UFM. The Senator also expressed concern about student evaluation of teaching (SET) within the new system, particularly during the pandemic. Response rates are very low and often do not meet the threshold. Provost Lawrence recommended faculty to reach out to Interim Vice Provost Dean Panttaja panttaja@uidaho.edu if they are not getting the information they expect to receive. Low response rates have been a continuing problem for many years. The Teaching Evaluation Senate subcommittee lead by Alistair Smith is doing a great job looking at ways to improve the system. (https://www.webpages.uidaho.edu/cetl/student-evaluations.asp)

A Senator reported receiving nearly 100% response rates by having the students do the evaluation during class time. It was generally agreed that the prospect of earning extra credits as an incentive to do the evaluation is to be discouraged.

On behalf of a constituent, Chair Meeuf inquired whether there is any indication that some of the critical race theory discussion of the last legislative season will continue and may impact higher Ed budgets. Provost Lawrence does not know at this time how those topics will be raised again in legislative discussions. President Green is prepared for questions on this topic. Listening to the Friday morning broadcast will be insightful.
Committee Reports:

- Sabbatical Leave Recommendations
  It was moved (Lee-Painter) and seconded (R. Smith) to approve the list of 2022-23 sabbatical leaves with the friendly amendment to correct the affiliation of Karri Vierling to “Department of Fish and Wildlife.”
  Vote: 21/21 in favor. Motion passes.

- UCC 40 Regulation J for AAS Degree – Rebecca Frost and Lindsey Brown, Attach. #3
  General Education Requirements for AAS degrees need to be added to Regulation J. These changes are in alignment with SBOE requirements for AAS degrees and are contingent upon the State Board of Education approving offering of AAS degrees by the University of Idaho. There was a brief discussion during which Rebecca Frost clarified that the Associate of Science (AS) and the Associate of Applied Science (AAS) are entirely different degrees, with the latter referring to a specific career and typically offered at community colleges.
  Vote: 19/19 in favor. Motion passes.

- UCC 41 Regulation J-3-b addition – Rebecca Frost and Lindsey Brown, Attach. #4
  The proposal is to make COMM 101 a three-credit course, which aligns U of I with all other institutions in the state.
  Vote: 18/18 in favor. Motion passes.

- UCC 42 Regulation J-3-c addition – Rebecca Frost and Lindsey Brown, Attach. #5
  This is the add GEOL 212 to Scientific Ways of Knowing.
  Vote: 19/19 in favor. Motion passes.

- UCC 109 Film and Television Studies – Remove “studies” – Russ Meeuf, Attach. #6
  The change is to best communicate that ours is a production-oriented degree, whereas some programs use the term “film studies” to indicate a degree focused on history and theory.
  Vote: 20/20 in favor. Motion passes.

- Paid Parental Leave Sub-Committee – Erin Chapman, Jessica Stanley, Rebecca Scofield, Laurel Meyer, Attach. #7
  Senator Chapman started with a brief introduction of the Paid Parental Leave project, by the Joint Athena Working Group and Faculty Senate Sub-Committee. She introduced the committee members: Eric Chapman, Jessica Martinez, Laurel Meyer, Rebecca Scofield, Katie Schiffelbein, Jessica Stanley, and Emily Tuschhoff. The group first gave an overview of the current U of I policy for family leave and then highlighted the differences with their proposal. U of I is compliant with the Family Medical Leave Act (FMLA), which allows 12 weeks of unpaid job-protected leave, for which employees are eligible after a year of employment. Employees can use sick or annual leave concurrently for “wage replacement” during this time. The flow chart on their website gives a sense of the various steps and options – such as whether one can use short-term disability.
  https://hrs.wsu.edu/employees/disability-services/pregnancy-parental-leave
Besides FMLA, there are other types of parenting leave (see FSH 3710). What the working group is proposing is to allow 12 weeks of paid parental leave, ideally available immediately after people are hired and which employees can take within 12 months following the birth, adoption, or foster of a child. The group also advocates for an equitable work redistribution process during this time to ensure support for the employee on paid parental leave and colleagues temporarily hired.

At the U of I employees are able to use wage replacement, meaning that they can use their accrued sick leave, which disadvantages many newer employees who have little or no leave built up. Furthermore, using sick leave depletes people’s ability to take sick leave in other situations – when they are ill or for caregiving responsibilities. Employees can also use accrued annual leave, but this obviously disadvantages faculty who do not accrue annual leave as well as new staff employees who have not accrued much annual leave. The latter is also based on the type of employment, in that classified employees earn less annual leave than exempt employees, and it’s also based on years of service. Faculty and staff can apply through human resources for short-term disability due to a medical reason, which limits this type of wage replacement option to birthing parents only. Additionally, it only replaces 50% of the employee’s income up to $500 per week and less than the employee has already opted for. One can pay for additional short-term disability through their payroll deduction, in which case the employee could be paid up to 67% of their income. Short-term disability begins on day 31 after the event or whenever the employee’s sick leave is exhausted, whichever comes later. The time for the employee who has given birth to be medically able to return to work is six weeks for a normal delivery and eight weeks for a typical Cesarean birth. Thus, employees who gave birth and used short-term disability would receive at most two to four weeks of short-term disability at 50 to 67% of their salary depending on the type of delivery. Shared leave is an option but it’s not available in all instances. Presently, there is no clear policy on work redistribution, so colleagues are not getting compensated for the extra work they’re doing. Furthermore, faculty fear for their promotion and tenure if they take their full amount of leave. With the proposed policy of 12 paid weeks, we hope that people will not need to use wage replacement, so they get to save their accrued sick and annual leave for when they actually need to take those. At the same time, we need a consistent and equitable work redistribution policy to compensate colleagues, to allow for adjunct faculty and temporary hires, and to help protect the P&T process. Compared to State of Idaho employees, Idaho federal employees, Boise State, Lewis & Clark State College, and Idaho State University employees, the U of I is the only employer who does not offer paid parental leave. The university would particularly benefit from changing its policy in the sector of recruitment and retention. A major goal of the U of I is enhancing our ability to compete for and retain outstanding scholars and skilled staff and reduce staff turnover rates. There are numerous recent studies showing that companies with paid parental leave and benefits have higher rates of employee retention and engagement. Another advantage is improved diversity, equity, inclusion, and accessibility on campus: paid parental leave is essential for retention of women, a major issue at both the local and global level. Paid parental leave has been shown to close the gap in workforce participation between women with young children and those without young children. And from a perspective of social, cultural, and racial justice, Latinx workers are 66% more likely, Black workers are 80% more likely, and Indigenous and Pacific Islander workers are 100% more likely to be unable to afford unpaid leave compared to white workers. Lastly, the lack of paid parental leave has created significant hardships for employees during the pandemic. Part of the group’s research involved collecting feedback through the stories of some U of I employees. The group feels that “Vandal Family” should signify a holistic culture of support, respect, and care. The Vandal Family continues to grow only if everyone is afforded real care.
This connects with earlier discussions about COVID and the need to have a holistic support system for employees. The group spent the fall semester talking about this issue in many forums. The Faculty Affairs Committee supported the initiative and so did Staff Council. The student body resolved to support the initiative and many units and departments across campus sent letters of support. The committee would be happy to receive a letter of support from Senate.

The team met with HR members, the Office of Civil Rights & Investigations, and Fiscal Operations. The people in the Division of Finance and Administration were extremely helpful in aggregating data to forecast different fiscal scenarios for offering paid parental leave and created a fiscal model from 2020 aggregated data that accounts for different factors. The model is a starting point to help identify what’s financially possible so that we can adjust the different indicators as needed if we need to look for a more affordable option. The biggest cost is the loss of salary saving because, under the new proposed policy, people would continue to be paid their salary. They hope that this policy can be supported through some level of cost sharing across the university (central funds, colleges, and units) and do not propose to reduce other benefits. From the Office of General Counsel, this is strictly a policy issue – the university can choose to offer paid parental leave. So they are going to continue to advocate for the very best policy and a model that supports new parents and their units. They hope that Staff Council and Faculty Senate Leadership may present this proposal to President Green and other senior leadership. Hopefully, they can then move forward with redlining FSH 3710 and go through the shared governance process for formal approval by the Faculty and the President. At this time, they ask Senate to go on record with their support of moving on with this initiative.

It was moved and seconded (Lee-Painter/Quinnett) that Senate officially support this initiative. There was no request for further discussion. Chair Meeuf reminded that voting for the motion means support for the initiative – any specific policy that would be put in place will come back to Senate for detailed discussions. This is just a show of support for moving forward. Vote: 17/17 in favor. Motion passes.

Adjournment:
Due to the late hour, New Business could not be addressed. Chair Meeuf called for a motion to adjourn. So moved (Chapman/Lee-Painter). Meeting adjourned at 5:04pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
364: WILDLIFE SCIENCES (BS)

Export to PDF Export to Word

In Workflow
1. Registrar's Office (none)
2. 150 Chair (lwaits@uidaho.edu)
3. 11 Curriculum Committee Chair (evas@uidaho.edu)
4. 11 Dean (drbecker@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Fri, 17 Sep 2021 23:47:11 GMT
   Rebecca Frost (rfrost): Approved for Registrar's Office
2. Fri, 17 Sep 2021 23:48:20 GMT
   Lisette Waits (lwaits): Approved for 150 Chair
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
4. Wed, 29 Sep 2021 20:02:18 GMT
   Dennis Becker (drbecker): Approved for 11 Dean
5. Thu, 30 Sep 2021 22:16:25 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
6. Tue, 05 Oct 2021 19:28:24 GMT
   Sara Mahuron (sara): Approved for Assessment
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 12 Oct 2021 18:50:37 GMT
   Rebecca Frost (rfrost): Approved for Registrar's Office
10. Tue, 19 Oct 2021 18:26:51 GMT
    Steve Stubbs (sstubbs): Approved for UCC

History
1. Jun 15, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 17 Sep 2021 17:22:52 GMT

Viewing: 364: Wildlife Sciences (BS)
Last edit: Tue, 19 Oct 2021 18:00:20 GMT
Changes proposed by: Lisette Waits
Final Catalog
2022-2023

What will be the last semester of the teach-out period?
What is the teach-out plan?
Rationale for Inactivation
%deletejustification.eschtml%
Attach State Form
Faculty Contact

<table>
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<th>Faculty Name</th>
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<tr>
<td>Lisette Waits</td>
<td><a href="mailto:lwaits@uidaho.edu">lwaits@uidaho.edu</a></td>
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Change Type (Choose all that apply)
Change curriculum requirements
Add/Edit Learning Outcomes
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

We are changing the name to Wildlife Science and adding 4 emphasis areas.

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Fish & Wildlife Sciences

Effective Catalog Year
2022-2023

Program Title
Wildlife Sciences (BS)

Degree Type
Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
120

Attach Program Change

CIP Code
03.0601 - Wildlife, Fish and Wildlands Science and Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?
Financial Information

What is the financial impact of the request?

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Describe the financial impact

Curriculum:

Students pursuing a B.S. Wildl. Sci. in Wildlife Sciences must have received a grade of ‘C’ or better in each of the following four indicator courses to register in FISH or WLF upper-division courses: BIOL 114, BIOL 213, STAT 251, and one of FOR 221, NR 321, or WLF 220.

To graduate, a student must receive a grade of ‘C’ or better in each FISH or WLF upper-division course listed in the requirements for the B.S. Wildl. Sci.

Required course work includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/)) and:

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<td>or ECON 272</td>
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<td>Principles of Ecology</td>
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<td>WLF 315</td>
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Select two of the following:

- BIOL 483 Mammalogy
- BIOL 489 Herpetology
- FISH 481 Ichthyology
- WLF 482 Ornithology

**Emphasis**

Select one of the following emphases:

- Pre-Vet (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#prevet)
- Conservation Law Enforcement (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#conservationlawenforcement)
- Human-Wildlife Interactions (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#humanwildlifeinteractions)
- Wildlife Science and Management (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#wildlifescienceandmanagement)

**Total Hours**

100-132
### A. Pre-Vet Emphasis

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<td>General Chemistry II and General Chemistry II Laboratory</td>
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<td>PHYS 111 &amp; 111L</td>
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<td>CHEM 277 &amp; CHEM 278</td>
<td>Organic Chemistry I and Organic Chemistry I Lab</td>
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<tr>
<td>WLF 371</td>
<td>Physiological Ecology of Wildlife</td>
<td>2</td>
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Select one of the following:
- BIOL 250 General Microbiology
- BIOL 312 Molecular and Cellular Biology

Select one of the following Math courses:
- MATH 160 Survey of Calculus
- MATH 170 Calculus I

Select one of the following Genetics courses:
- BIOL 310 Genetics
- GENE 314 General Genetics

Select one of the following Wildlife Courses:
- WLF 440 Conservation Biology
- WLF 448 Fish and Wildlife Population Ecology

Select one of the following Capstone courses:
- WLF 492 Wildlife Management
- WLF 497 Senior Thesis & WLF 473 and ECB Senior Presentation

Select two of the following Restricted Electives:
- AVS 222 Animal Reproduction and Breeding
- AVS 305 Animal Nutrition
- AVS 371 Anatomy and Physiology
- AVS 411 Ruminant Nutrition
- AVS 471 Animal Disease Management
- BIOL 428 Microscopic Anatomy
- BIOL 432 Immunology
- BIOL 433 Pathogenic Microbiology
- BIOL 461 Neurobiology
- BIOL 474 Developmental Biology

**Total Hours** 45-48

Courses to total 120 credits for this degree

### B. Conservation Law Enforcement Emphasis

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<td>PHIL 103</td>
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<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<td>WLF 205</td>
<td>Wildlife Law Enforcement</td>
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<td>WLF 440</td>
<td>Conservation Biology</td>
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<td>WLF 448</td>
<td>Fish and Wildlife Population Ecology</td>
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<tr>
<td>WLF 492</td>
<td>Wildlife Management</td>
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Select one of the following:
- CHEM 101 Introduction to Chemistry
  & 101L and Introduction to Chemistry Laboratory
- CHEM 111 General Chemistry I
  & 111L and General Chemistry I Laboratory

Select one of the following Physical Sciences with lab:
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<th>Course Code</th>
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<td>&amp; 100L</td>
<td>and Fundamentals of Physics Lab</td>
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<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
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<td>&amp; 111L</td>
<td>and General Physics I Lab</td>
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<tr>
<td>SOIL 205</td>
<td>The Soil Ecosystem</td>
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<tr>
<td>&amp; SOIL 206</td>
<td>and The Soil Ecosystem Lab</td>
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Select one of the following: 3-4

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<td>MATH 160</td>
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Select one of the following Plant ID courses: 3

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<tr>
<td>FOR 220</td>
<td>Forest Biology &amp; Dendrology</td>
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<tr>
<td>REM 341</td>
<td>Systematic Botany</td>
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<tr>
<td>REM 252</td>
<td>Wildland Plant Identification</td>
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<tr>
<td>&amp; REM 253</td>
<td>and Wildland Plant Identification Field Studies</td>
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Select one of the following Wildlife or Fish Science courses: 2-3

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<tr>
<td>FISH 314</td>
<td>Fish Ecology</td>
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<tr>
<td>FISH 430</td>
<td>Riparian Ecology and Management</td>
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<tr>
<td>WLF 371</td>
<td>Physiological Ecology of Wildlife</td>
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<tr>
<td>WLF 411</td>
<td>Wildland Habitat Ecology and Assessment</td>
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Select two of the following: 6

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<td>Interpersonal Communication</td>
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<td>COMM 335</td>
<td>Intercultural Communication</td>
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<td>COMM 410</td>
<td>Conflict Management</td>
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<td>NRS 387</td>
<td>Environmental Communication Skills</td>
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<td>NRS 311</td>
<td>Public Involvement in Natural Resource Management</td>
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<tr>
<td>NRS 364</td>
<td>Politics of the Environment</td>
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<tr>
<td>NRS 462</td>
<td>Natural Resource Policy</td>
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Select one of the following: 3

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<td>CRIM 339</td>
<td>Crime and the Media</td>
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<td>CRIM 344</td>
<td>Police and Social Control</td>
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<td>CRIM 415</td>
<td>Citizen’s Police Academy</td>
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<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
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<tr>
<td>PSYC 319</td>
<td>Environmental Psychology</td>
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<tr>
<td>PSYC 320</td>
<td>Introduction to Social Psychology</td>
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<tr>
<td>SOC 201</td>
<td>Introduction to Inequity and Justice</td>
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<td>SOC 230</td>
<td>Social Problems</td>
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<td>SOC 343</td>
<td>Power, Politics, and Society</td>
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<td>SOC 420</td>
<td>Sociology of Law</td>
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Total Hours: 50-52

Courses to total 120 credits for this degree

**C. Human-Wildlife Interactions Emphasis**

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<td>WLF 371</td>
<td>Physiological Ecology of Wildlife</td>
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<td>WLF 411</td>
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<td>WLF 440</td>
<td>Conservation Biology</td>
<td>3</td>
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<tr>
<td>WLF 448</td>
<td>Fish and Wildlife Population Ecology</td>
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<td>WLF 492</td>
<td>Wildlife Management</td>
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<tr>
<td><strong>Human Core</strong></td>
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<tr>
<td>NRS 310</td>
<td>Social Science Methods</td>
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<td>NRS 311</td>
<td>Public Involvement in Natural Resource Management</td>
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<td>Managing Complex Environmental Systems</td>
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Select one of the following: 3
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<tr>
<td>NRS 475</td>
<td>Local and Regional Environmental Planning</td>
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<tr>
<td>NRS 488</td>
<td>NEPA in Policy and Practice</td>
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Select one of the following Chemistry courses:  
CHEM 101  Introduction to Chemistry  
& 101L  and Introduction to Chemistry Laboratory  
CHEM 111  General Chemistry I  
& 111L  and General Chemistry I Laboratory  

Select one of the following Math courses:  
MATH 143  College Algebra  
MATH 160  Survey of Calculus  
MATH 170  Calculus I  

Select one of the following Botany courses:  
REM 341  Systematic Botany  
REM 252  Wildland Plant Identification  
& REM 253  and Wildland Plant Identification Field Studies  

Select one of the following Tribal & Indigenous history and perspectives courses:  
HIST 316  American Indian History  
AIST 314  Tribal Sovereignty and Federal Policy  
AIST 344  Indigenous Ways of Knowing  

Select one of the following Human Behavior and social process courses:  
ANTH 420  Anthropological History and Theory  
COMM 410  Conflict Management  
NRS 387  Environmental Communication Skills  
POLS 439  Public Policy  
PSYC 320  Introduction to Social Psychology  
SOC 340  Environmental Sociology and Globalization  

Total Hours  
44-45  

Courses to total 120 credits for this degree  

**D. Wildlife Science and Management Emphasis**  

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<td>WLF 411</td>
<td>Wildland Habitat Ecology and Assessment</td>
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<td>WLF 440</td>
<td>Conservation Biology</td>
<td>3</td>
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<tr>
<td>WLF 448</td>
<td>Fish and Wildlife Population Ecology</td>
<td>4</td>
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<tr>
<td>WLF 492</td>
<td>Wildlife Management</td>
<td>4</td>
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Select one of the following:  
CHEM 101  Introduction to Chemistry  
& 101L  and Introduction to Chemistry Laboratory  
CHEM 111  General Chemistry I  
& 111L  and General Chemistry I Laboratory  

Select one of the following:  
GEOL 101  Physical Geology  
& 101L  and Physical Geology Lab  
PHYS 100  Fundamentals of Physics  
& 100L  and Fundamentals of Physics Lab  
PHYS 111  General Physics I  
& 111L  and General Physics I Lab  
SOIL 205  The Soil Ecosystem  
& SOIL 206  and The Soil Ecosystem Lab  

Select one of the following:  
MATH 160  Survey of Calculus  
MATH 170  Calculus I  

Select one of the following:  
FOR 220  Forest Biology & Dendrology  
REM 341  Systematic Botany  

REM 252 & REM 253  
Wildland Plant Identification  
and Wildland Plant Identification Field Studies  
Select one of the following:  
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<td>GENE 314</td>
<td>General Genetics</td>
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<th>Description</th>
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<tbody>
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<tr>
<td>CHEM 277</td>
<td>Organic Chemistry I</td>
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Select two of the following:  
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<tr>
<td>COMM 410</td>
<td>Conflict Management</td>
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<td>FOR/NRS 484</td>
<td>Forest Policy and Administration</td>
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<td>NRS 387</td>
<td>Environmental Communication Skills</td>
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<td>NRS 462</td>
<td>Natural Resource Policy</td>
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<td>WLF 205</td>
<td>Wildlife Law Enforcement</td>
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<tr>
<td>NRS 311</td>
<td>Public Involvement in Natural Resource Management</td>
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<tr>
<td>NRS 364</td>
<td>Politics of the Environment</td>
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<td>NRS 386</td>
<td>Managing Complex Environmental Systems</td>
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<tr>
<td>NRS 475</td>
<td>Local and Regional Environmental Planning</td>
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<tr>
<td>NRS 484</td>
<td>Forest Policy and Admin</td>
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<td>NRS 488</td>
<td>NEPA in Policy and Practice</td>
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Total Hours  
40-42  
Courses to total 120 credits for this degree  

Degree Maps:

### A. Pre-Vet Emphasis

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<th>Term</th>
<th>Course</th>
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<td>Fall Term 1</td>
<td>CHEM 111</td>
<td>General Chemistry I</td>
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<td>CHEM 111L</td>
<td>General Chemistry I Laboratory</td>
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<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
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<tr>
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<td>MATH 143</td>
<td>College Algebra</td>
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<td>BIOL 114</td>
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<td>Writing and Rhetoric II</td>
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<td>The Fish and Wildlife Professions</td>
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<td>Fish and Wildlife Applications</td>
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<td>Management and Communication of Scientific Data</td>
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<td>WLF 371</td>
<td>Physiological Ecology of Wildlife</td>
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<td>Humanistic and Artistic Ways of Knowing Course</td>
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<td>Survey of Biochemistry</td>
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<td>Introduction to Spatial Analysis for Natural Resource Management</td>
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<td>Humanistic and Artistic Ways of Knowing Course</td>
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<td>BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482</td>
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<td>NRS 383</td>
<td>Natural Resource and Ecosystem Service Economics</td>
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<td>WLF 492 OR (WLF 497 AND WLF 483)</td>
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The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar’s Office regarding your official degree/certificate completion status.

### B. Conservation Law Enforcement Emphasis

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<td>CHM 101L</td>
<td>Introduction to Chemistry Laboratory</td>
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<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
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<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<tr>
<td>NR 101</td>
<td>Exploring Natural Resources</td>
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<td>MATH 143 OR MATH 160 OR MATH 170</td>
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<td>BIOL 111</td>
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<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
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<td>CRIM 101</td>
<td>Introduction to Criminology</td>
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<td>Management and Communication of Scientific Data</td>
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<td>Introduction to Psychology</td>
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<td>WLF 315</td>
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FISH 398 OR WLF 398

Spring Term 3
WLF 205 Wildlife Law Enforcement 2
WLF 448 Fish and Wildlife Population Ecology 2
PHIL 103 Introduction to Ethics 4
COMM 233 OR COMM 335 OR COMM 410 OR NRS 311 OR NRS 364 OR NRS 387 OR NRS 462 3
International 3

Fall Term 4
FOR 375 Introduction to Spatial Analysis for Natural Resource Management 3
WLF 440 Conservation Biology 3
COMM 233 OR COMM 335 OR COMM 410 OR NRS 311 OR NRS 364 OR NRS 387 OR NRS 462 3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482 3
Humanistic and Artistic Ways of Knowing Course 3

Spring Term 4
WLF 492 Wildlife Management 4
NRS 383 Natural Resource and Ecosystem Service Economics 3
CRIM 301 OR CRIM 334 OR CRIM 339 OR CRIM 415 OR CRIM 419 OR PSYC 319 OR PSYC 320 OR SOC 201 OR SOC 230 OR SOC 343 OR SOC 420 3
BIOL 483 OR BIO 489 OR FISH 481 OR WLF 482 3
Elective 3

Total Hours 16

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

C. Human-Wildlife Interactions Emphasis

Fall Term 1
CHEM 101 Introduction to Chemistry 3
CHEM 101L Introduction to Chemistry Laboratory 1
COMM 101 Fundamentals of Oral Communication 2
ENGL 101 Writing and Rhetoric I 3
NR 101 Exploring Natural Resources 3
MATH 143 OR MATH 160 OR MATH 170 3

Hours 14

Spring Term 1
BIOL 114 Organisms and Environments 4
ENGL 102 Writing and Rhetoric II 3
WLF 102 The Fish and Wildlife Professions 1
ECON 202 OR ECON 272 3
Humanistic or Artistic Ways of Knowing Course 3

Hours 14

Fall Term 2
BIOL 115 Cells and the Evolution of Life 3
BIOL 115L Cells and the Evolution of Life Laboratory 1
FOR 235 Society and Natural Resources 3
STAT 251 Statistical Methods 3
WLF 201 Fish and Wildlife Applications 2
FOR 221 OR REM 221 OR WLF 220 3

Hours 15

Spring Term 2
BIOL 213 Structure and Function Across the Tree of Life 4
WLF 370 Management and Communication of Scientific Data 3
Humanistic and Artistic Ways of Knowing Course 3
American Diversity Course 3
Elective Course 2

Hours 15

Fall Term 3
WLF 314 Ecology of Terrestrial Vertebrates 3
WLF 315 Techniques Laboratory 2
NRS 310 Social Science Methods 4
(REM 252 AND REM 253) OR REM 341 3
HIST 424 OR NRS 462 OR NRS 475 OR NRS 488 3
The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

D. Wildlife Science and Management Emphasis

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| Total Hours          | 120   |

FISH 398 OR WLF 398

Spring Term 3

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Fall Term 4

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<td>WLF 440</td>
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<td>WLF 411</td>
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<td>BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482</td>
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Spring Term 4

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<td>NRS 383</td>
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| Total Hours          | 16    |
Spring Term 3

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Fall Term 4

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<td>Introduction to Spatial Analysis for Natural Resource Management</td>
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<td>WLF 411</td>
<td>Wildland Habitat Ecology and Assessment</td>
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<td>WLF 440</td>
<td>Conservation Biology</td>
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Spring Term 4

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<td>NRS 383</td>
<td>Natural Resource and Ecosystem Service Economics</td>
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Total Hours: 120

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Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Where?

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

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

How will you ensure that the assessment findings will be used to improve the program?

What direct and indirect measures will be used to assess student learning?
When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?

Yes

Learning Objectives

Shared Outcomes
1. The student will be able to: identify regional wildlife species and describe their biological characteristics and ecological requirements,
2. The student will be able to: develop and test hypotheses and produce tabular and graphic summaries of quantitative data.
3. The student will be able to: effectively use diverse forms of communication (written, oral) to convey information to scientific audiences.
4. The student will be able to explain and discuss diverse points of view about natural resource issues.
5. The student demonstrates an understanding of ethical professional behavior.

Science and Management Emphasis area
6. Student will be able to: integrate biological, ecological, and social information to make science-based recommendations for management.
7. The student: will be able to work effectively in team settings.

Pre-vet emphasis area
6. The student will be able to: use logic and reasoning, analysis, and synthesis to arrive at defensible scientific conclusions,
7. The student will be able to explain how physiological and morphological traits interact to determine how animals function (i.e., survive and reproduce) in natural environments.

Conservation Law Enforcement Emphasis area
6. Student can define basic legal terms and principles that apply to conservation law enforcement
7. The student demonstrates an understanding of the impact wildlife crime has on the resource

Human Wildlife Emphasis area
6. The student: will be able to work effectively in team settings.
7. The student will be able to integrate biological, ecological and social information to make science-based recommendations for management.
8. The student will be able to: describe and evaluate social science research principles and methods used in human dimensions of wildlife management.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We wanted to update our curriculum and provide more options and flexibility for students. We met with students and employers about changes and all were very positive. We also wanted to update the name of the degree to reflect the name of the Dept (Fish and Wildlife Sciences) and the focus of the program.

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

**Sara Mahuron (sara)** (Tue, 05 Oct 2021 19:27:57 GMT): reviewed learning outcomes, moving proposal forward. Note I was forced to answer the 250K financial question in order to save this note. Please review.

Key: 364

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
472: WILDLAND FUEL AND FIRE TECHNOLOGY (A.S.)

Export to PDF Export to Word

In Workflow
1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Tue, 18 Jan 2022 08:05:09 GMT
   Charles Goebel (cgoebel): Approved for 161 Chair
2. Tue, 18 Jan 2022 16:22:01 GMT
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Tue, 18 Jan 2022 18:50:03 GMT
   Dennis Becker (drbecker): Approved for 11 Dean
4. Tue, 18 Jan 2022 19:12:26 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Thu, 20 Jan 2022 00:33:43 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 20 Jan 2022 23:33:43 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
8. Thu, 20 Jan 2022 23:33:53 GMT
   Steve Stubbs (sstubbs): Approved for Ready for UCC
   Steve Stubbs (sstubbs): Approved for UCC
10. Tue, 25 Jan 2022 17:28:46 GMT
    Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Program Proposal
Date Submitted: Tue, 18 Jan 2022 08:04:03 GMT

Viewing: 472 : Wildland Fuel and Fire Technology (A.S.)
Last edit: Thu, 20 Jan 2022 00:33:32 GMT
Changes proposed by: Charles Goebel
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%
Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Goebel</td>
<td><a href="mailto:cgoebel@uidaho.edu">cgoebel@uidaho.edu</a></td>
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</tbody>
</table>

Change Type (Choose all that apply)

Description of Change

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Forest, Rangeland & Fire Sci

Effective Catalog Year
2022-2023

Program Title
Wildland Fuel and Fire Technology (A.S.)

Degree Type
Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
81

Attach Program Change
AS Wildland Fire Proposal_Form-Academic_Certificate_7-1-2020 FINAL.pdf

CIP Code
03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
Yes

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Describe the financial impact

This new program relies on existing courses, and new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize instructional staff and stakeholders with extensive technical experience to assist with new courses associated with basic forestry and applied forest operations. Costs associated with the new program will be associated primarily with hiring instructional staff and other professionals as part-time instructors and developing/revising marketing materials.

Curriculum:

Required course work includes:

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<td>SOC 101</td>
<td>Introduction to Sociology</td>
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Select 20 credits of General Education electives

Total Hours 81

Total credits for required for this degree: 81

Degree Maps:

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education? Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?
No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Where?

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

After completing the Associate of Science in Wildland Fuels and Fire Technology, students will:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.
4. Effectively synthesize and communicate fire and fuels management information to the public.
5. Demonstrate an ability to measure fire effects.
6. Demonstrate ability to assume leadership roles in fire and fuels management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. For example, proficiency with field-based skills will be assessed using lab exercises associated with FOR 111 Saws and Pumps. Additionally, a new field-based capstone course FOR 213 Vegetation Management will be used to assess how well students can apply wildland fuel and fire techniques to manage vegetation in a real-world setting. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. as part of FOR 323 Communication and Facilitative Instruction in Fire Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the wildland fuel and fire technology and related fields.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared annually with a new committee composed of external wildland fire professionals across the region (e.g., Idaho Department of Lands, U.S. Forest Service, Clearwater-Potlatch Timber Protective Association). Feedback from the committee will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands – exercises and exams associated with and FOR 254 Fire Environment.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface – exercises and exams FOR 253 Introduction to Fuels Inventory and Sampling and final project associated with FOR 226 Wildland-Urban Interface Assessment and Communication.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques - field-based exercises and exam associated with FOR 111 Saws and Pumps and projects associated with FOR 444 Prescribed Burning for Ecologically Based Fire Management.
4. Effectively synthesize and communicate fire and fuels management information to the public – final project associated with FOR 323 Communication and Facilitative Instruction in Fire Management.

5. Demonstrate an ability to measure fire effects – final project associated with REM 210 Introduction to Fire Effects and Management.

6. Demonstrate ability to assume leadership roles in fire and fuels management – Exercises and final project in FOR 202 Leadership and Decision-Making in Fire Management, and final project in capstone course FOR 213 Vegetation Management.

7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management – final project associated with FOR 321 Cultural Use of Fire and application of relevant information into final project associated with capstone course FOR 213 Vegetation Management.

Indirect measures include:

1) Exit survey of graduates as part of course FOR 323 Communication and Facilitative Instruction in Fire Management.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 323 Communication and Facilitative Instruction in Fire Management.

**Student Learning Outcomes**

Have learning outcomes changed?

**Learning Objectives**

After completing the Applied Associate of Science in Wildland Fuel and Fire Technology, students will be able to:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.
4. Effectively synthesize and communicate fire and fuels management information to the public.
5. Demonstrate an ability to measure fire effects.
6. Demonstrate ability to assume leadership roles in fire and fuels management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.

**Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**

Wildfires continue to significantly impact the U.S., a trend that is predicted to continue into the future. In 2020, the National Interagency Fire Center (NIFC) reported over 10 million acres of forests and rangelands burned from over 58,950 reported fires, with 38% of this acreage burning California alone. Nationally, the impact of these wildfires was extensive –17,904 were destroyed in 2020 and over 30,000 firefighters deployed in fire suppression efforts, costing an estimated $2.3 billion of federal funds. Although these statistics were almost double in 2020 than 2019, the 5-year and 10-year trends suggest that the wildfire issue is likely to continue to worsen as the wildfire season increases due to prolonged drought and warming temperatures in the western U.S. Corresponding to the increase in wildfire activity, requests for firefighting resources in 2020 were near or above the 10-year average.

Although the 2021 fire season is not complete, NIFC reports similar trends with over 5.7 million acres burned as of September 20, 2021 and almost 17,000 personnel assigned to fight wildfires. As a result, many wildfire managers are suggesting a shift from seasonal to full-time firefighting crews that would focus not only of wildland fire suppression, but also fuels management. In June 2021, U.S. Forest Service (USFS) Deputy Chief Christopher French testified to the U.S. Senate Committee on Energy and Natural Resources that the USFS conducts fuel treatments designed to reduce wildfire impacts on only about 3 million acres annually, and that 3-4 times that amount is necessary to make progress in helping to reduce the impact of wildfires on the 193 million acres the USFS manages. This impact is only compounded when other private, state, and other federal lands are considered, especially in many areas of the western U.S. with the expansion of homes and other structures into the wildland-urban interface.

To meet this challenge, it is clear we are going to need a better trained and equipped workforce that understands fuels management, fire suppression techniques, and the use of prescribed fire. This is particularly true now that wildfire suppression and fuels management has become a year-round process. Historically, many wildland firefighters employed by state and federal agencies have been seasonal employees. Many of these seasonal wildland firefighters have been college students, including students enrolled in our Fire Ecology and Management and Forestry programs here at the University of Idaho. With a shift to a more permanent wildland fuels and firefighter workforce, we need new programs to provide the technical skills related to fuels assessment and management, as well as wildfire suppression and the use of prescribed fire. Furthermore, individuals serving in these roles need flexible opportunities to further their education for career advancement.

The University of Idaho (UI) is uniquely positioned to help meet this demand for a skilled wildland fuel and fire technology workforce. UI has the oldest wildland fire program in the country and our B.S. in Fire Ecology and Management was the first of its kind in the U.S. Additionally, we have extensive expertise with wildland fire and fuels management at the faculty level, and an extensive network of partners at the federal and state level. Our faculty and staff are already delivering courses to wildland firefighters through online
workshops and have developed content for the National Wildfire Coordinating Group (NWCG), an operational group designed to coordinate fire management programs of participating federal agencies, including training.

Our proposed Associate of Science in Wildland Fuels and Fire Technology will provide students with a hands-on and in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfires. We anticipate that students from Idaho's rural communities will be interested in this program, as well as students from other western states (especially California, Oregon, and Washington). Additionally, because we have designed the Associate of Science degree to be delivered in part online (with key in-person and field-based learning opportunities that will be delivered at the University of Idaho in Moscow), we will be in a position to effectively and efficiently serve a broad audience of wildland firefighters and other individuals across the U.S. and beyond that are looking to develop credentials to help advance in their careers. We believe this is a critical part of the University of Idaho's land-grant mission.

Although we anticipate the need to develop a series of new courses to deliver this A.S. degree, we have the resources to develop these courses and deliver online. We have commitments from partners to help develop new online content, and we have based many courses upon already developed content from NWCG. We also have developed a program of professional fire training workshops that will help support the new degree program.

Supporting Documents
UofI_LetterOfSupport - AAS Wildland Fire (Cota).pdf
LetterofSupport_UI_2YrWildlandFireFuelsManagement_signed.pdf

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Thu, 20 Jan 2022 00:33:32 GMT): Degree Map will need to be completed prior to publication in the academic catalog. Given the overall requirements it is expected that this plan will be a minimum of 3 years to complete the degree requirements. SBOE policy III.1.c. states that “an Associate’s Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.” This should be addressed as the proposal moves forward.

Key: 472
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:
Course:
Proposal A
Program:
Proposal B

Submit Cancel
Subject: Letter of Support for University of Idaho

Wildland fire management will always be a technical skill-based profession, however the involving complexities of managing wildland fire, whether it is a planned or unplanned ignition, requires the agency to develop a more holistic fire and fuels professional.

The agency is currently exploring avenues internal and external that allow it to accelerate its ongoing efforts to educate and train its current and future professionals. Education opportunities that allow for the transfer of knowledge, reinforcement of technical skills, and the synthesis of both to improve critical thinking, problem solving, and more efficient decision making is essential to developing the type of professional fire and fuels managers that the agency is seeking.

Programs such as the AAS for Fire and Fuels Management are ideal for recruiting new fire and fuels managers and educating our current professionals. The agency looks forward to seeing how this program will help us maintain a high standard of technical skill in education for fire fuels professionals.

Sincerely,

/s/ Heath Cota

Forest Service  
Washington Office  
Branch Chief of Fire Workforce Development and Training

208-957-3045  
heath.coda@usda.gov
November 22, 2021

Subject: Letter of Support for University of Idaho

The Nez Perce Tribe Forestry and Fire Management Division is very supportive of the University of Idaho in its mission to educate current and future land managers and practitioners. Wildland fire and fuels management will always require highly skilled and educated workers to complete the field work in a productive, safe, and ethical manner. The Nez Perce Tribe Forestry and Fire Management Division supports an AAS program through the University of Idaho for Fire and Fuels Management.

This 2-year associates degree program could benefit the technical workforce that the Nez Perce Tribe Forestry and Fire Management Division employs, along with its interagency partners technical workforce. For over the course of 10 years; many forestry, fire and fuels technicians employed with the Nez Perce Tribe have been doing the extensive field work extinguishing wildfires, fuels monitoring, forest inventories, executing prescribed fires, and much more. These technicians could benefit from a formal education to better themselves and their profession by receiving a 2-year degree in Wildland Fire and Fuels management. This 2-year associates degree program would provide a learning opportunity for the fire and fuels technicians to improve critical thinking skills; technical forestry, fire, and fuels management knowledge; professional technical writing skills; workplace communication skills; peer to peer learning and exchange of knowledge and ideas.

The Nez Perce Tribe Forestry and Fire Management Division seeks to enhance the professional and technical skills in its employees. A program such as an AAS degree in Wildland Fire and Fuels would only sharpen the skills in the technical workforce. The Nez Perce Tribe Forestry and Fire Management Division looks forward to the future of this educational opportunity and the future of University of Idaho’s College of Natural Resource Degree Programs.

Sincerely,

Selina Miles

Forester

Nez Perce Tribe Forestry and Fire Management

116 Veterans Ave

Lapwai, Idaho, 83540

208-843-7328
461: FOREST OPERATIONS AND TECHNOLOGY (A.S.)

Export to PDF Export to Word

In Workflow
1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Tue, 21 Sep 2021 19:03:18 GMT
   Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:07:48 GMT
   Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Tue, 05 Oct 2021 00:04:42 GMT
   Charles Goebel (cgoebel): Approved for 161 Chair
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:28 GMT
   Dennis Becker (drbecker): Approved for 11 Dean
6. Fri, 14 Jan 2022 21:44:03 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
7. Fri, 14 Jan 2022 22:51:30 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Fri, 14 Jan 2022 23:49:37 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
   Steve Stubbs (sstubbs): Approved for Registrar's Office
10. Thu, 20 Jan 2022 16:00:35 GMT
    David Barnes (dabarnes): Approved for Ready for UCC
11. Tue, 25 Jan 2022 17:28:21 GMT
    Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal
Date Submitted: Tue, 21 Sep 2021 19:01:40 GMT
Viewing: 461: Forest Operations and Technology (A.S.)
Last edit: Fri, 14 Jan 2022 23:54:28 GMT
Changes proposed by: Charles Goebel
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%
Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
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<tbody>
<tr>
<td>Charles Goebel</td>
<td><a href="mailto:cgoebel@uidaho.edu">cgoebel@uidaho.edu</a></td>
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Change Type (Choose all that apply)

Description of Change

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Forest, Rangeland & Fire Sci

Effective Catalog Year
2022-2023

Program Title
Forest Operations and Technology (A.S.)

Degree Type
Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
73

Attach Program Change

CIP Code
03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
Yes

**Financial Information**

What is the financial impact of the request?
Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Discribe the financial impact

This new program relies on existing courses from multiple departments, including courses that are part of the Agricultural Systems Management (ASM) program. All new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize current staff with extensive technical experience from the University of Idaho Experimental Forest to assist with new courses associated with basic forestry and applied forest operations. Costs associated with the new program will be associated primarily with hiring University of Idaho Experimental Forest staff and other professionals as part-time instructors and developing/revising marketing materials. We will explore funding opportunities through workforce development programs at the state and federal level.

Curriculum:

Required course work includes:

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<td>ASM 409</td>
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Total Hours

73 required credits for this degree.

Degree Maps:

**Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.
Can 50% or more of the curricular requirements of this program be completed via distance education?

No

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

After completing the Associate of Science in Forest Operations and Technology, students will:
1) Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.
2) Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.
3) Understand and apply safe practices, basic equipment operation and service, and cost tracking for manual and mechanized forest operations in real-world scenarios.
4) Understand the implications of the Forest Practices Act and best management practices (BMP’s) for logging and forest road building activities to support sustainable forest management.
5) Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 296 Forest Harvesting Practicum. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. as part of FOR 296 Forest Harvesting Practicum. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest operations industry and related fields.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared annually with the Idaho Forest Products Commission (IFPC) and Associated Logging Contractors of Idaho (ALC). Feedback from the IFPC and ALC will be collected on the program and graduates and shared with Department faculty to help improve the program as needed.

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

Direct assessment measures include:
1) Identify and describe logging systems – final project associated with FOR 296 Forest Harvesting Practicum.
2) Be able to use basic computer-based applications and mobile technologies – field-based projects associated with FOR 273 – Forest Surveying and Mapping.
Indirect measures include:

1) Exit survey of graduates as part of capstone course FOR 296 Forest Harvesting Practicum.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 296 Forest Harvesting Practicum.

**Student Learning Outcomes**

Have learning outcomes changed?

**Learning Objectives**

After completing the Associate of Science in Forest Operations and Technology, students will:

1) Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.

2) Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.

3) Understand and apply safe practices, basic equipment operation and maintenance, and cost tracking for manual and mechanized forest operations in real world scenarios.

4) Understand the implications of the Forest Practices Act and best management practices (BMP's) for logging and forest road building activities to support sustainable forest management.

5) Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

According to an analysis of Idaho’s Forest Products Sector by the University of Idaho’s Policy Analysis Group and College of Natural Resources, it is estimated that Idaho’s Forest Products Industry provides more than $2 Billion to the state’s economy and employees over 30,000 individuals. While the majority of these jobs are associated with the wood products, paper, and furniture manufacturing sectors, almost 7,000 individuals are employed directly in the forest management and operations sector. These individuals are responsible for significant economic activity, adding over $400 million to the state’s economy and $525 million in gross sales annually based upon a harvest of 1.1 billion board feet from private, state and federal lands.

Historically, many of these forest operations positions have been filled by individuals with little education beyond high school. However, as the forest operations sector modernizes and relies more and more on advanced technologies, employers are clamoring for a better trained and more skilled workforce. The U.S. Bureau of Labor Statistics estimates that the overall for logging workers is projected to grow 7% from 2020 to 2030; this translates to about 7,400 openings for logging/operations workers each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force due to retirement.

The University of Idaho is uniquely positioned to help meet this demand for a skilled forest operations workforce. Our forestry program has been training foresters for over 100 years and we have considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an associate of applied science program in forest operations and technology. The UIEF is a true working forest, with active harvesting and forest operations, that provides hands-on learning opportunities for our students. Furthermore, the UIEF has recently acquired new harvesting and operations equipment, including a Caterpillar 538 Logging Processor with Waratah attachments ($480,000) and a John Deere 648L Grapple Skidder ($280,000). With these resources, we believe our program is uniquely positioned to support the type of hands-on workforce development program that many in Idaho’s forest products sector are requesting. Furthermore, we anticipate that students from Idaho’s rural communities (as well as other areas of the Pacific Northwest) will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho’s land-grant mission.

The proposed program utilizes a variety of existing courses taught in the College of Natural Resources and will build upon a strong foundation of forest operations courses that support of B.S. in Forestry. Additionally, we propose to utilize courses in the Agricultural Systems Management program to support a greater understanding of the design and operation of equipment and systems associated with the forest sector. We will work with stakeholders in the private and public sectors to develop content and deliver new courses as part of the Associate of Science program, and anticipate that UIEF staff will provide instructional support for some of these new courses.

**Supporting Documents**

Support Letters.pdf

Requires TECC Review

No
Department Voting Results

College Voting Results

Reviewer Comments

Eva Strand (evas) (Wed, 22 Sep 2021 19:13:56 GMT): CNR is submitting a Forest Operations associates degree as both an A.S. and an A.A.S. This submission is for the A.S. Pending SBOE input we intend to offer the A.A.S.


Charles Goebel (cgoebel) (Tue, 05 Oct 2021 00:04:08 GMT): Attached Class C SBOE forms; also corrected the curriculum plan and total credits to reflect the full 36 total General Education credits required for an Associate Degree following SBOE guidelines.

Rebecca Frost (rfrost) (Fri, 14 Jan 2022 23:49:30 GMT): Degree Map will need to be completed prior to publication in the academic catalog. Given the overall requirements it is expected that this plan will be a minimum of 2.5 years to complete the degree requirements.

Rebecca Frost (rfrost) (Fri, 14 Jan 2022 23:54:28 GMT): SBOE policy III.1.c. states that "an Associate's Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board." This should be addressed as the proposal moves forward.

Key: 461

Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:
Course:
Proposal A
Program:
Proposal B

Submit Cancel
Charles Goebel, Ph.D.
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
 Moscow, Idaho 83844-1133

August 11, 2021

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough
Executive Director
August 5, 2021

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho’s introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

Idaho’s Forests Sector offers reliable employment for over 30,000 hardworking Idahoans with competitive wages. The provision of educational opportunities is essential in maintaining a sustainable workforce. IFPC has always valued its partnership with the UI in providing those opportunities – together creating a healthier Idaho through education, managed forests and strong rural and state economies.

IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that’s so essential to the health and success of the timber industry in Idaho.

IFPC’s supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director

"Abundant forests forever through proper management and an informed public."
460: FOREST NURSERY MANAGEMENT AND TECHNOLOGY (A.S.)

Export to PDF Export to Word

In Workflow
1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Tue, 21 Sep 2021 19:03:00 GMT
   Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:07:41 GMT
   Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
   Charles Goebel (cgoebel): Approved for 161 Chair
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:23 GMT
   Dennis Becker (drbecker): Approved for 11 Dean
6. Fri, 14 Jan 2022 21:43:38 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
10. Thu, 20 Jan 2022 16:00:24 GMT
    David Barnes (dabarnes): Approved for Ready for UCC
11. Tue, 25 Jan 2022 17:28:19 GMT
    Steve Stubbs (sstubbs): Approved for UCC
12. Tue, 25 Jan 2022 17:28:42 GMT
    Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Program Proposal
Date Submitted: Tue, 21 Sep 2021 18:31:56 GMT

Viewing: 460: Forest Nursery Management and Technology (A.S.)
Last edit: Wed, 19 Jan 2022 19:14:00 GMT
Changes proposed by: Charles Goebel
Final Catalog
2022-2023
What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Goebel</td>
<td><a href="mailto:cgoebel@uidaho.edu">cgoebel@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)

Description of Change

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Forest, Rangeland & Fire Sci

Effective Catalog Year
2022-2023

Program Title
Forest Nursery Management and Technology (A.S.)

Degree Type
Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
72

Attach Program Change
AS Forest Nursery Proposal FORMS .pdf

CIP Code
01.0606 - Plant Nursery Operations and Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No
Will the program be a statewide responsibility?
Yes

**Financial Information**

What is the financial impact of the request?

Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Describe the financial impact

This new program relies heavily on existing courses from multiple colleges. All new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize current staff with extensive technical experience from the Pitkin Forest Nursery to assist with new courses associated with artificial growth media, insect and disease identification and management, and sustainable forest nursery design. Finally, we have strong relationships with forest stakeholders (many associated with the Pitkin Forest Nursery Advisory Committee) that have committed to assist with the new career and nursery tour courses. Costs associated with the new program will be associated primarily with hiring Pitkin Forest Nursery staff as part-time instructors and developing/revising marketing materials.

Curriculum:

Required course work includes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ASM 112</td>
<td>Introduction to Agricultural Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and Introduction to Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
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</tr>
<tr>
<td>ECON 201</td>
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<td>or ECON 202</td>
<td>Principles of Microeconomics</td>
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<td>ENGL 101</td>
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</tr>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
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<tr>
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<tr>
<td>FOR 206</td>
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<tr>
<td>FOR 220</td>
<td>Forest Biology &amp; Dendrology</td>
<td>3</td>
</tr>
<tr>
<td>FOR 251</td>
<td>Course FOR 251 Not Found</td>
<td>2</td>
</tr>
<tr>
<td>FOR 255</td>
<td>Nursery Irrigation and Fertilization</td>
<td>1</td>
</tr>
<tr>
<td>FOR 257</td>
<td>Course FOR 257 Not Found</td>
<td>3</td>
</tr>
<tr>
<td>FOR 298</td>
<td>Course FOR 298 Not Found</td>
<td>1</td>
</tr>
<tr>
<td>LARC 288</td>
<td>Plant Materials &amp; Design 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH 123</td>
<td>Math in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 143</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>MKTG 321</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 102</td>
<td>The Science of Plants in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 201</td>
<td>Principles of Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 300</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>SOIL 205</td>
<td>The Soil Ecosystem</td>
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</tr>
<tr>
<td>SOIL 206</td>
<td>The Soil Ecosystem Lab</td>
<td>1</td>
</tr>
<tr>
<td>AGE 333</td>
<td>Introduction to Sales</td>
<td>3</td>
</tr>
<tr>
<td>or MKTG 422</td>
<td>Sales Management</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 General Education credits of electives

Total Hours

72 required credits for this degree.

Degree Maps:
Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Where?

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

After completing the Associate of Science in Forest Nursery Management and Technology, students will:
1) Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.
2) Be able to identify and manage important insects and diseases that impact forest nurseries.
3) Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.
4) Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 257 Sustainable Forest Nursery Design and Management. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. as part of FOR 257 Sustainable Forest Nursery Design and Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest nursery industry and related fields.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared with the Pitkin Forest Nursery Advisory Committee (NAC) at their fall meetings. The NAC ensures adequate stakeholder representation, provides external advice, and serves to guide the Pitkin Forest Nursery program to greater excellence, relevance, understanding and service while also providing mutual industry support. Feedback from the NAC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:
1) Identify forest and rangeland plants – final lab exams associated with FOR 220 focused on identification of forest species.
2) Understand how forest and rangeland plants grow in relation to abiotic components such as light, moisture, and soil nutrients – final project associated with FOR 255 Nursery Irrigation and Fertilization.
3) Identify and manage important insects and diseases – projects associated with FOR 252 Nursery Insect and Disease Management.

4) Apply basic horticultural concepts and technology in sustainable forest nursery management – final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.

5) Apply basic business principles and marketing practices to sustainable forest nursery management - final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.

Indirect measures include:

6) Exit survey of graduates as part of capstone course FOR 257 Sustainable Forest Nursery Design and Management.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class will occur when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 257 Sustainable Forest Nursery Design and Management.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Associate of Science in Forest Nursery Management and Technology, students will:

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3) Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.

4) Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Across the western U.S., increased wildfires and other forest health issues, as well as emerging efforts to use forests to meet carbon sequestration goals to help mitigate climate change, are leading to increased demand for seedlings as part of reforestation and restoration efforts. For example, the recent Trillion Trees Initiative established by the United Nations Environment Programme and followed by the Trillion Trees Act passed by the 116th U.S. Congress, has the goal of planting one trillion new trees globally to support efforts to reduce global atmospheric carbon, support the forestry and wood products industry, and incentivize the use of sustainable wood-based building products that sequester carbon.

Over the past 100 years, numerous federal, state, private nurseries have supported reforestation and restoration efforts on both public and private lands. Unfortunately, over the past 20 years support for forest nurseries has declined in part to reductions in the federal timber program. This decline has adversely affected many of the state and federal nurseries, as well as many private forest nurseries that were supported through contracts with federal and state agencies. Numerous forest nurseries have closed in rural Idaho and beyond, leading many to wonder where the supply of tree seedlings will be produced that will be needed to meet new reforestation, restoration, and climate migration activities. There is clearly an opportunity for the private sector to help meet these demands assuming there is a qualified workforce to support these efforts.

While many private forest companies have maintained forest nurseries to meet their own planting and reforestation needs, there is a shortage of qualified nursery technicians and managers to meet industry needs. Additionally, few forestry programs in the U.S. are training students in forest nursery technology and management to meet private industry needs. This competition for a skilled workforce between public and private commercial nurseries will only exacerbate the shortage of forest nursery technicians and managers as demand for tree seedlings increases.

The University of Idaho is uniquely positioned to help meet this demand for a skilled forest nursery workforce. As one of the only universities in the U.S. with a large commercial nursery (Pitkin Forest Nursery) that produces approximately 500,000 seedlings per year for both public and private stakeholders, we have the expertise and opportunity to develop a skilled workforce for the forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. Our proposed Associate of Science in Forest Nursery Management and Technology will provide students with a hands-on and in-depth education focused on developing the technical, managerial and entrepreneurial skills needed to manage a sustainable forest nursery. We anticipate that students from Idaho’s rural communities will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho’s land-grant mission.

Supporting Documents

AAS Forest Nursery Management and Technology - Support Letters.pdf

Requires TECC Review

No
Department Voting Results

College Voting Results

Reviewer Comments

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Course:
Proposal A

Program:
Proposal B

Submit Cancel
August 10, 2021

RE: Letter of support for the Applied Associate of Science, Forest Nursery Management and Technology degree from Franklin H. Pitkin Forest Nursery Advisory Committee

The Franklin H. Pitkin Forest Nursery Advisory Committee (NAC) is excited to support the proposed Associate of Applied Science (A.A.S.) in Forest Nursery Management and Technology degree within the College of Natural Resources, University of Idaho. The NAC is comprised of nursery owners, nursery managers, and landowners across the Inland Northwest who strongly value the graduates of programs from UI that prepare students to further the seedling nursery industry. This proposed degree has great potential to substantially increase the number of skilled employees entering the forest nursery workforce, and with the emphasis on accounting, marketing and sales, has the potential to increase the number of new private nurseries in Idaho to help address growing demands for seedlings.

There are many benefits to Idahoans to move forward with this degree. These include:

- Increase the pool of skilled nursery workers and new business owners:
  o Educated students are in high demand for jobs at private, State, and Federal nurseries
  o Students will have the knowledge to return to their hometowns and start new nursery businesses in Idaho
- Enhance integration of the Pitkin Nursery into UI curriculum
  o The new degree will increase student training at the Pitkin Nursery including the new greenhouses approved through the Permanent Building Fund as part of Governor Little’s Building Idaho’s Future initiative
  o Training students with state-of-the-art equipment and facilities will aid them in landing quality jobs

NAC looks forward to our continued good relationship with UI Pitkin Forest Nursery and the College of Natural Resources, providing guidance on this new degree program, and continued quality graduates produced at this facility.

On Behalf of the Pitkin NAC,

Gabe French, Chair, Pitkin NAC & Owner, Idaho Evergreens, LLC
August 11, 2021

To Whom it May Concern:

This letter is to express our support for the AAS degree program in Forest Nursery Management and Technology degree program at the University of Idaho.

PRT is North America’s largest producer of containerized forest seedlings with 19 nurseries in located in Canada and the US. We are proud seedling suppliers to many valued customers in WA, OR, CA, ID, MT and AK. We rely on forestry programs and Canadian and American universities to produce qualified individuals to work in, and manage, our nurseries and work with our customers. From my perspective, this program provides the background and training needed for those endeavors. I loved the two 3 credit sales courses. Good idea.

Best of luck.

Please let me know how I can be of further assistance.

Sincerely,

Herb Markgraf

Vice President, Marketing
Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho’s introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

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IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that’s so essential to the health and success of the timber industry in Idaho.

IFPC’s supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director
Dear Dr. Goebel,

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Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough
Executive Director
August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
University of Idaho
875 Perimeter Dr. MS 1133
Moscow, ID 83444

Dear Mr. Nelson:

This letter is being provided to you in support of the proposed Applied Associate of Science in Forest Nursery Management and Technology program at the University of Idaho.

IFA Nurseries, Inc. ("IFA") is extremely excited about this type of program being created to fill a long outstanding need in the seedling nursery business. Although we have hired many outstanding University of Idaho graduates at IFA, a dedicated program for nurseries would provide excellent background and training that is sorely needed throughout the seedling industry.

The curriculum that is proposed is perfect. Especially important are the courses in Financial Accounting and Microeconomics. These should provide basic business acumen that is often missing from forestry graduates. The courses in Nursery Management will also be invaluable to graduates as they enter the nursery business.

IFA will provide any needed support to the program such as guest speakers, internship positions at IFA locations or any other assistance that IFA is capable of providing. Please do not hesitate to contact me with any assistance that may be needed to begin and implement the new program. As I said above, we are VERY excited about this new curriculum at the University of Idaho.

Sincerely,
IFA NURSERIES, INC.

Thomas E. Jackman
President and CEO
(503) 984-8486
tjackman@ifanurseries.com
August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
875 Perimeter Dr. MS 1133
Moscow, ID 93444

Dear Mr. Nelson:

IFA Nurseries, Inc. is pleased to learn of the newly proposed Forest Nursery Management and Technology curriculum. Many of our long-term employees, myself included, are graduates from the University of Idaho. We at IFA Nurseries, Inc. have developed a long-standing relationship with the University of Idaho College of Natural resources staff and feel that this program will only enhance that relationship.

The proposed curriculum will provide students with a skill set that is in high demand amongst growers of industrial forest seedlings in the northwest. The focus within the curriculum on understanding and applying basic business principles and practices to sustainably manage forest nurseries is of critical importance for these students entering the workforce.

We are looking forward to the approval of this degree program and can be available at your convenience to help in the approval process in any way you see fit.

Very truly yours,
IFA NURSERIES, INC.

David Colgrove
CFO
(971) 645-3236
dcolgrove@ifanurseries.com
454: ENTREPRENEURSHIP MINOR

Export to PDF Export to Word

In Workflow
1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost’s Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar’s Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Thu, 09 Sep 2021 15:11:14 GMT
   Scott Metlen (metlen): Approved for 079 Chair
2. Thu, 02 Dec 2021 03:02:17 GMT
   Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 02 Dec 2021 04:07:00 GMT
   Marc Chopin (mchopin): Approved for 13 Dean
4. Tue, 07 Dec 2021 17:06:33 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
5. Tue, 07 Dec 2021 18:55:50 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 07 Dec 2021 20:58:11 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
7. Thu, 20 Jan 2022 16:00:03 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
8. Tue, 25 Jan 2022 21:01:04 GMT
   David Barnes (dabarnes): Approved for UCC

New Program Proposal
Date Submitted: Thu, 02 Sep 2021 21:35:39 GMT
Viewing: 454 : Entrepreneurship Minor
Last edit: Thu, 02 Dec 2021 16:50:13 GMT
Changes proposed by: George Tanner
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Tanner</td>
<td><a href="mailto:gtanner@uidaho.edu">gtanner@uidaho.edu</a></td>
</tr>
</tbody>
</table>
Change Type (Choose all that apply)

Description of Change

Will this request have a fiscal impact of $250K or greater?

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Business

Effective Catalog Year
2022-2023

Program Title
Entrepreneurship Minor

Degree Type
Minor

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
18

Attach Program Change
Entrepreneurship Minor full-proposal_form-academic_7-1-2020.docx

CIP Code
52.0799 - Entrepreneurial and Small Business Operations, Other.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Describe the financial impact
The Entrepreneurship Minor will require no additional resources. The new courses will require adjunct faculty to teach an addition 3-5 credits each semester and these will be funded from the Idaho Entrepreneurs (the existing entrepreneurship program) donated funds accounts. We anticipate an annual additional faculty cost approximating $15,000 and have 5 years funding in place now and commitments from donors to continue the program in this manner into the future.
Curriculum:

The Entrepreneurship Minor is 18 credits. All students will take ENTR 414, ENTR 415, and several of the short courses. They will have options related to their startup interests and all will compete in multiple regional and national pitch and business plan competitions to secure seed funding for their startup ideas.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 414</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 415</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective (from major field of study)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AGEC 478</td>
<td>Advanced Agribusiness Management</td>
<td></td>
</tr>
<tr>
<td>ARCH 475</td>
<td>Professional Practice</td>
<td></td>
</tr>
<tr>
<td>ART 410</td>
<td>Professional Practices</td>
<td></td>
</tr>
<tr>
<td>ART 490</td>
<td>BFA Art/Design Studio</td>
<td></td>
</tr>
<tr>
<td>BE 478</td>
<td>Engineering Design I</td>
<td></td>
</tr>
<tr>
<td>BE 479</td>
<td>Engineering Design II</td>
<td></td>
</tr>
<tr>
<td>BUS 490</td>
<td>Strategic Management</td>
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</tr>
<tr>
<td>CHE 451</td>
<td>Environmental Management and Design</td>
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</tr>
<tr>
<td>CS 481</td>
<td>CS Senior Capstone Design II</td>
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</tr>
<tr>
<td>ECE 480</td>
<td>EE Senior Design I</td>
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</tr>
<tr>
<td>ECE 481</td>
<td>EE Senior Design II</td>
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</tr>
<tr>
<td>ECE 482</td>
<td>Computer Engineering Senior Design I</td>
<td></td>
</tr>
<tr>
<td>ECE 483</td>
<td>Computer Engineering Senior Design II</td>
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</tr>
<tr>
<td>FCS 496</td>
<td>Internship: Fashion Business</td>
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</tr>
<tr>
<td>FS 489</td>
<td>Food Product Development</td>
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</tr>
<tr>
<td>GEOG 360</td>
<td>Population Dynamics and Distribution</td>
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<tr>
<td>GEOG 385</td>
<td>GIS Primer</td>
<td></td>
</tr>
<tr>
<td>ME 410</td>
<td>Principles of Lean Manufacturing</td>
<td></td>
</tr>
<tr>
<td>ME 426</td>
<td>Mechanical Systems Design II</td>
<td></td>
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<tr>
<td>MIS 353</td>
<td>Application Development</td>
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<tr>
<td>MKTG 428</td>
<td>Marketing Management</td>
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Choose 9 credits from the following courses: 9

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<thead>
<tr>
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<td>ENTR 315</td>
<td>Course ENTR 315 Not Found</td>
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<td>ENTR 316</td>
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<td>ENTR 317</td>
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<td>ENTR 318</td>
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<tr>
<td>ENTR 319</td>
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<td>ENTR 320</td>
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<td>Course ENTR 321 Not Found</td>
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<tr>
<td>ENTR 322</td>
<td>Course ENTR 322 Not Found</td>
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</tr>
<tr>
<td>ENTR 323</td>
<td>Course ENTR 323 Not Found</td>
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</tr>
</tbody>
</table>

Total Hours 18

Degree Maps:

**Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No
Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

**Geographical Area Availability**

In which of the following geographical areas can this program be completed in person?

Moscow

Where?

**Student Learning Outcomes**

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

This program is designed to give students an overview of all the major areas critical when analyzing and designing a new business. At the conclusion, a successful student will be able to:

- Decide if entrepreneurship is a viable career choice.
- Identify goal setting & achievement strategies for effective entrepreneurship.
- Evaluate the benefits and costs of starting and operating a business.
- Analyze business, industry and economic information, and their relevance to feasibility.
- Become more strategic in your entrepreneurial thinking.
- Have experience developing a business model and pitching a new business idea.
- Prepare business plans and business models.
- Understand current trends in entrepreneurship to create a solid business models and plans.
- To create a viable pitch deck for a business proposal and a business plan presentation.
- To appreciate the importance of integrating diverse aspects of an organization into a synergistic whole (i.e., marketing, human resources, production, R&D, finance, ...).
- To build team skills, especially among team members with diverse educational and life backgrounds and/or professional and career interests.
- To analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment.
- To understand and improve ideation to develop ideas for startup ventures.
- To analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment.

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

In addition to assessment in each course of the program with exams, presentations, and other classroom evaluation, before graduation, students will compete in a number of pitch events to preview their idea and gain funding. This will indicate market acceptance of the ideas and provide real-time feedback to entrepreneurial plans. Students in the program will also complete an exit interview with the entrepreneurship faculty and mentors to ascertain future plans, feasibility of, and next steps for their venture. Follow-up assessment is planned three to five years afterwards to assess success and determine program relevance to their startup if they have chosen that path.

How will you ensure that the assessment findings will be used to improve the program?

The Entrepreneurship Director will meet annually with the Dean, Associate Dean, and Department Chair to discuss the program, its success and shortcomings, and future direction and improvements. Additionally, an entrepreneurship subcommittee of the College of Business and Economics Board of Advisors is in place, helped design the new program, and will be instrumental in working with the Director and CBE to maintain its focus and quality. The subcommittee will meet with the Director and administration twice annually to review our progress and suggest improvements.

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

Exams, quizzes, presentation, mentor sessions, multiple pitching events with internal and external assessment of projects and startup potential, as well as frequent individual and team meetings with faculty. The entrepreneurship program tends to be interdisciplinary in terms of students and faculty participation. Ideas come from many disciplines and multiple faculty advisors tend to engage with the program to keep students on track. This leads to a stronger program and better outcomes for students.

When will assessment activities occur and at what frequency?

The degree will receive three types of quality review. First, the program and component certificates, will be assessed by the College of Business and Economics. Some learning objectives will be assessed each semester. Each learning objective will be assessed at
least once every two years. Second, the program quality will be reported to the University of Idaho through the university’s required Annual Program Review. Third, the program will be included in the AACSB accreditation of the College of Business and Economics. An external accreditation team will review the program quality and quality control processes once every five years.

**Student Learning Outcomes**

Have learning outcomes changed?

Learning Objectives

This program is designed to give students an overview of all the major areas critical when analyzing and designing a new business. At the conclusion, a successful student will be able to:

- Decide if entrepreneurship is a viable career choice.
- Identify goal setting & achievement strategies for effective entrepreneurship.
- Evaluate the benefits and costs of starting and operating a business.
- Analyze business, industry and economic information, and their relevance to feasibility.
- Become more strategic in your entrepreneurial thinking.
- Have experience developing a business model and pitching a new business idea.
- Prepare business plans and business models.
- Understand current trends in entrepreneurship to create a solid business models and plans.
- To create a viable pitch deck for a business proposal and a business plan presentation.
- To appreciate the importance of integrating diverse aspects of an organization into a synergistic whole (i.e., marketing, human resources, production, R&D, finance, ...).  
- To build team skills, especially among team members with diverse educational and life backgrounds and/or professional and career interests.
- To analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment.
- To understand and improve ideation to develop ideas for startup ventures.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

It is the mission of the University of Idaho, the state’s land-grant institution, to make education as accessible as possible to the residents of Idaho. Our program will be similar to existing programs at BSU, ISU, and LCSC, but will be differentiated in a both focus and depth. The UI entrepreneurship program has consistently been aimed at helping students come up with solid ideas, test those products and market innovations, and seek funding through competitions and investors. Our track record of success is unmatched in the Northwest and our program and pitch competitions are the standard for how startup education is done. We have consulted with many colleges and universities to help them develop similar programs. The new minor and revised certificate will continue to be more than an academic exercise and be geared towards continuing to turn out real entrepreneurs and companies for the region. Our plan is flexible, specific to the needs of not just business students but entrepreneurially focused students from all disciplines, and accessible given our short course and evening formats. Our new program will be more encompassing of what real startups need than any other degree program in the northwest. With 9 new courses on topics relevant to startups and taught by experienced and serial entrepreneurs, we will be offering a curriculum unmatched in Idaho or the region. Additionally, the program will be compatible with most disciplines on campus, and as we all know, entrepreneurs come from all degree programs and walks of life.

Our current entrepreneurship offerings are limited to two senior level courses and a certificate program. To fully serve our incredibly entrepreneurial students from all disciplines on campus (more than half our current students come from outside the College of Business), we are adding more relevant courses to startup careers and a curriculum built to accommodate student startup preference and with the flexibility to allow for easy access to classes outside majors.

The rationale for the newly-proposed courses is attached.

Supporting Documents

Entrepreneurship Budget—proposal-For SBOE.xlsx
Entrepreneurship Certificate.docx
Entrepreneurship Minor Requirements.docx
Rationale for new ENTR courses.docx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

**Amy Kingston (amykingston) (Sat, 11 Sep 2021 05:35:58 GMT):** Note: Courses showing as “Not Found” are new courses moving through the curriculum cycle simultaneously.

Key: 454
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

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

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>A. New enrollments</th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Headcount</td>
<td>35</td>
<td>53</td>
<td>71</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>106</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>142</td>
<td>218</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Shifting enrollments</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Headcount</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>71</td>
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<tr>
<td></td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>218</td>
</tr>
</tbody>
</table>

II. REVENUE

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. New Appropriated Funding Request</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Institution Funds</td>
<td></td>
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<tr>
<td>3. Federal</td>
<td></td>
<td></td>
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<tr>
<td>4. New Tuition Revenues from Increased Enrollments</td>
<td>$50,000</td>
<td>$60,000</td>
<td>$70,000</td>
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<td>5. Student Fees</td>
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<td>$0</td>
</tr>
<tr>
<td>6. Other (i.e., Gifts)</td>
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<tr>
<td>Total Revenue</td>
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<td>$60,000</td>
</tr>
</tbody>
</table>

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

*One-time is defined as one-time funding in a fiscal year and not part of the base.*
### III. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td><strong>A. Personnel Costs</strong></td>
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<td>1. FTE</td>
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</tr>
<tr>
<td>2. Faculty</td>
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<tr>
<td>3. Adjunct Faculty</td>
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<tr>
<td>4. Graduate/Undergrad Assistants</td>
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<tr>
<td>5. Research Personnel</td>
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<td></td>
</tr>
<tr>
<td>6. Directors/Administrators</td>
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</tr>
<tr>
<td>7. Administrative Support Personnel</td>
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<tr>
<td>8. Fringe Benefits</td>
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<tr>
<td>9. Other:</td>
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<td><strong>Total Personnel and Costs</strong></td>
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<table>
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<tr>
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<th>FY 24</th>
<th>FY 25</th>
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</thead>
<tbody>
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<tr>
<td><strong>B. Operating Expenditures</strong></td>
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<tr>
<td>1. Travel</td>
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<tr>
<td>2. Professional Services</td>
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<td>3. Other Services</td>
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<td>4. Communications</td>
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<tr>
<td>5. Materials and Supplies</td>
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<td>$2,000.00</td>
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<td>6. Rentals</td>
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<td>7. Materials &amp; Goods for Manufacture &amp; Resale</td>
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<td>$1,000.00</td>
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<td>-----------------------------------------------</td>
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<td>8. Miscellaneous</td>
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<td><strong>Total Operating Expenditures</strong></td>
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<th>FY 23</th>
<th>FY 24</th>
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<td>On-going</td>
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<table>
<thead>
<tr>
<th>C. Capital Outlay</th>
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</thead>
<tbody>
<tr>
<td>1. Library Resources</td>
</tr>
<tr>
<td>2. Equipment</td>
</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES:</strong></td>
</tr>
<tr>
<td><strong>Net Income (Deficit)</strong></td>
</tr>
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Budget Notes (specify row and add explanation where needed; e.g., "I.A. B. FTE is calculated using…"):  
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<thead>
<tr>
<th>I.A.B.</th>
<th>I.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue Calculations assume an average tuition of $400 per credit hour, approximating the cost for a 15 credit student or part-time student.</td>
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</tr>
<tr>
<td>Key:</td>
<td>Student Tuition: 2019-2020</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Input $: input cells have yellow background</td>
</tr>
<tr>
<td>2.</td>
<td>Input # : input for projected enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Input $</th>
<th>Input #</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Tuition UG/Semester</td>
<td>$4,380</td>
<td>Coefficient adj. %</td>
</tr>
<tr>
<td>Online Course Fee/Credit</td>
<td>$ -</td>
<td>10%</td>
</tr>
<tr>
<td>Enrollment Mix - Part Time</td>
<td>70%</td>
<td>Enrollment Mix - Full Time</td>
</tr>
<tr>
<td>Enrollment Mix - Full Time</td>
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**Total Revenue**

<table>
<thead>
<tr>
<th>FY</th>
<th>Enrollment Revenue</th>
<th>FY</th>
<th>Enrollment Revenue</th>
<th>FY</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>$342,735</td>
<td></td>
<td>$705,180</td>
<td></td>
<td>$1,053,390</td>
<td></td>
<td>$1,407,075</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Planned Enrollments</th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Head Count</td>
<td>FTE</td>
<td>Head Count</td>
<td>FTE</td>
</tr>
<tr>
<td>70% Part Time Students</td>
<td>19</td>
<td>37</td>
<td>36</td>
<td>76</td>
</tr>
<tr>
<td>30% Full Time Students</td>
<td>16</td>
<td>16</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>53</td>
<td>71</td>
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</table>

<table>
<thead>
<tr>
<th>II. Tuition Revenue Totals</th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
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<tr>
<td>70% Part Time Students</td>
<td>$203,575</td>
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<tr>
<td>30% Full Time Students</td>
<td>$140,160</td>
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<table>
<thead>
<tr>
<th>III. Student Fees Revenue</th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected revenues</td>
<td>$ -</td>
<td>$ -</td>
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<td>Online course fees $35 per credit</td>
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<td>$ -</td>
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<tr>
<td>Part Time Students - 15 Credits/Yr</td>
<td>37</td>
<td>76</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Full Time Students - 30 Credits/Yr</td>
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<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Faculty</td>
<td>Ongoing FY</td>
<td>One-Time FY</td>
<td>Ongoing FY</td>
<td>One-Time FY</td>
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<tr>
<td>------------------</td>
<td>------------</td>
<td>-------------</td>
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<td>-------------</td>
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<tr>
<td><strong>Totals</strong></td>
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<tr>
<td><strong>FTE</strong></td>
<td>6</td>
<td></td>
<td>23</td>
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<tr>
<td><strong>Salaries</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fringe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One-Time</strong></td>
<td></td>
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<tr>
<td><strong>FTE</strong></td>
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<td><strong>Salaries</strong></td>
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<tr>
<td><strong>Fringe</strong></td>
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<tr>
<td><strong>Other</strong></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Add tenure track faculty FY25</strong></td>
<td>$150,000</td>
<td>$46,099</td>
<td>$108,000</td>
<td>$46,099</td>
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<tr>
<td><strong>Add tenure track faculty FY25 Fringe</strong></td>
<td>$46,099</td>
<td>$20,000</td>
<td>$46,099</td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Add tenure track faculty FY25 Health insurance</strong></td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
</tr>
<tr>
<td><strong>Add tenure track faculty FY25 Hiring</strong></td>
<td>$10,000</td>
<td>-$</td>
<td>$10,000</td>
<td>-$</td>
</tr>
<tr>
<td><strong>Add tenure track faculty FY25 Startup</strong></td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
</tr>
<tr>
<td><strong>Adjunct Faculty</strong></td>
<td>$24,000</td>
<td>$2,064</td>
<td>$24,000</td>
<td>$2,064</td>
</tr>
<tr>
<td><strong>Adjunct Faculty Moscow Salary</strong></td>
<td>$24,000</td>
<td>$2,064</td>
<td>$24,000</td>
<td>$2,064</td>
</tr>
<tr>
<td><strong>Adjunct Faculty Health insurance</strong></td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
</tr>
<tr>
<td><strong>Administrative Support Personnel</strong></td>
<td>$12,500</td>
<td>$5,100</td>
<td>$62,500</td>
<td>$25,000</td>
</tr>
<tr>
<td><strong>Administrative Support Personnel Moscow Salary</strong></td>
<td>$12,500</td>
<td>$5,100</td>
<td>$62,500</td>
<td>$25,000</td>
</tr>
<tr>
<td><strong>Administrative Support Personnel Hiring</strong></td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
</tr>
<tr>
<td><strong>Administrative Support Personnel Startup</strong></td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
</tr>
</tbody>
</table>

### Notes
- Fringe rates: FY22
- Est. Hiring Costs
- Estimated hiring salaries
- Est. Startup Costs
- Coefficients
- Input Input cells have yellow background
- Facult 29.40% Director 10,000$   Director (Annually) 102,000$   Tenure-track -$             Inflation adj. 0%
- Staff 40.80% Tenure Track Faculty 10,000$   Tenure Track Faculty (AY) 120,000$   Clinical -$
- Temp 8.60% Clinical 10,000$   Clinical (AY) 78,400$     Tech. staff -$
- Stude 3.00% Adjunct -$             Adjunct (semester $2K/Credit) 6,000$       Grad. Health
- Admin Support 5,000$     Admin Support(yearly) 50,000$     Tech Support 12,500$
## Cost estimates:

<table>
<thead>
<tr>
<th>Input</th>
<th>Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel for recruiting</td>
<td>Inflation adj. 5%</td>
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<tr>
<td>Conference Travel @ $2,500</td>
<td></td>
</tr>
<tr>
<td>Annual Marketing &amp; Advertising</td>
<td>Marketing Maintenance 20%</td>
</tr>
<tr>
<td>Supplies - Books, software, etc.</td>
<td>Miscellaneous 15%</td>
</tr>
</tbody>
</table>

### Totals

<table>
<thead>
<tr>
<th>Ongoing FY</th>
<th>One-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Travel

<table>
<thead>
<tr>
<th>Ongoing FY</th>
<th>One-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Annual Marketing & Advertising

<table>
<thead>
<tr>
<th>Ongoing FY</th>
<th>One-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Communications/Marketing

<table>
<thead>
<tr>
<th>Ongoing FY</th>
<th>One-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Materials and Supplies

<table>
<thead>
<tr>
<th>Ongoing FY</th>
<th>One-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Miscellaneous

<table>
<thead>
<tr>
<th>Ongoing FY</th>
<th>One-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
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</table>

### Key:

- Input cells have yellow background.
<table>
<thead>
<tr>
<th>Key:</th>
<th>Cost estimates:</th>
<th>Coefficients:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Cost of Computer</td>
<td>3,800$</td>
</tr>
<tr>
<td>-</td>
<td>Recording Equip &amp; Setup</td>
<td>4,000$</td>
</tr>
<tr>
<td>-</td>
<td>External Camera</td>
<td>170$</td>
</tr>
<tr>
<td>-</td>
<td>External Microphone</td>
<td>100$</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
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</table>

### Totals

<table>
<thead>
<tr>
<th></th>
<th>Ongoing FY 23</th>
<th>One-Time FY 23</th>
<th>Ongoing FY 24</th>
<th>One-Time FY 24</th>
<th>Ongoing FY 25</th>
<th>One-Time FY 25</th>
<th>Ongoing FY 26</th>
<th>One-Time FY 26</th>
<th>Ongoing FY 27</th>
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</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$ -</td>
<td>$ 13,210</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,800</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 11,200</td>
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### Equipment

<table>
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<th>One-Time FY 23</th>
<th>Ongoing FY 24</th>
<th>One-Time FY 24</th>
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<th>One-Time FY 25</th>
<th>Ongoing FY 26</th>
<th>One-Time FY 26</th>
<th>Ongoing FY 27</th>
<th>One-Time FY 27</th>
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</thead>
<tbody>
<tr>
<td>1. Computers</td>
<td></td>
<td>$ 8,400</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,800</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,800</td>
<td>$ -</td>
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<tr>
<td>1. Computer in FY25</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Computer in FY26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. New Computers purchased in FY23</td>
<td></td>
<td>$ 4,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1. Recording Equipment &amp; Setup</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 8,400</td>
</tr>
<tr>
<td>3. External Cameras &amp; Microphone for Laptops</td>
<td></td>
<td>$ 810$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>35</td>
<td>53</td>
<td>71</td>
<td>109</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>35</td>
<td>53</td>
<td>71</td>
<td>109</td>
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</table>

II. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. New Appropriated Funding Request</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Institution Funds</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. New Tuition Revenues from Increased Enrollments</td>
<td>$342,735</td>
<td>$705,180</td>
<td>$1,053,390</td>
<td>$1,407,075</td>
</tr>
<tr>
<td>5. Student Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>6. Other (i.e., Gifts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$342,735</td>
<td>$0</td>
<td>$705,180</td>
<td>$0</td>
</tr>
</tbody>
</table>

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

III. EXPENDITURES
### A. Personnel Costs

<table>
<thead>
<tr>
<th></th>
<th>FY 23 On-going</th>
<th>FY 23 One-time</th>
<th>FY 24 On-going</th>
<th>FY 24 One-time</th>
<th>FY 25 On-going</th>
<th>FY 25 One-time</th>
<th>FY 26 On-going</th>
<th>FY 26 One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FTE</td>
<td>3.0</td>
<td></td>
<td>3.0</td>
<td></td>
<td>4.0</td>
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<td>5.0</td>
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<tr>
<td>2. Faculty</td>
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<td>$156,800.00</td>
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<td>$276,800.00</td>
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<tr>
<td>3. Adjunct Faculty</td>
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<td>24,000</td>
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<td>24,000</td>
<td></td>
<td>24,000</td>
<td></td>
</tr>
<tr>
<td>4. Graduate/Undergrad Assistants</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Research Personnel</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Directors/Administrators</td>
<td>102,000</td>
<td></td>
<td>102,000</td>
<td></td>
<td>102,000</td>
<td></td>
<td>102,000</td>
<td></td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td>83,251</td>
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<td>103,651</td>
<td></td>
<td>138,931</td>
<td></td>
<td>161,981</td>
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<td>9. Other:</td>
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<td></td>
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</table>

**Total Personnel and Costs**

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$378,551</td>
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</table>

### B. Operating Expenditures

<table>
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<tr>
<th></th>
<th>FY 23 One-going</th>
<th>FY 23 One-time</th>
<th>FY 24 One-going</th>
<th>FY 24 One-time</th>
<th>FY 25 One-going</th>
<th>FY 25 One-time</th>
<th>FY 26 One-going</th>
<th>FY 26 One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Travel</td>
<td>$15,500.00</td>
<td></td>
<td>$15,500.00</td>
<td></td>
<td>$18,000.00</td>
<td></td>
<td>$20,500.00</td>
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<td>6. Rentals</td>
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### 7. Materials & Goods for Manufacture & Resale

<table>
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<tr>
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**Total Operating Expenditures**

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### C. Capital Outlay

#### 1. Library Resources

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<tr>
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<tbody>
<tr>
<td>1. Library Resources</td>
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#### 2. Equipment

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<th>FY 24</th>
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**Total Capital Outlay**

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**TOTAL EXPENDITURES:**

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**Net Income (Deficit)**

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<td>$73,903</td>
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**Net Income Yr over Yr**

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<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
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<tr>
<td>-$128,026</td>
<td>$73,903</td>
<td>$457,616</td>
<td>$1,071,769</td>
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</table>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using...")):

- **I.A.** Revenue calculations assume 30% of students are full time (30 hrs/yr) and 70% enroll part-time (15 hrs/yr).
- **I.A.** Assumptions include tuition price of $330 per credit hour. Many universities including Montana, Montana State, Boise State, and Utah State charge online tuition that is less than at UI. Utah State, for example, charges $235 per credit hour. The UI price with the online fee is $450 per credit hour. A UI online price that is significantly higher than that charged by direct competitors will be a competitive disadvantage and is likely to limit enrollment. We assume that tuition remains constant during the forecast period.
- **II.4.5.** Fringe and benefit costs are assumed to remain at 29.4% of salaries over the next four years.
Rationale for new ENTR courses

ENTR 314 Design Thinking and Innovation

Design thinking and innovation are important first steps to creating a successful new venture. Getting the ideas out, considering how to design the product or venture before building and launching it will ultimately streamline the launch process and be more economically efficient. This course will provide young entrepreneurs with a method to generate and evaluate ideas and move them into the matrix of feasibility tools to come before investing time and money into it.

ENTR 315 New Venture Feasibility Analysis

Feasibility analysis is critical for evaluating the success chances of a new venture. This course will provide young entrepreneurs with a set of tools to evaluate potential and determine whether a business idea is feasible before investing time and money into it.

ENTR 316 Business Model Design

Every successful venture needs a solid business model. The search for one is arguably the most important task for any new venture. This course is designed to give students an understanding of how value is created and to help them build one for their venture that considers the economics that propel a business to success.

ENTR 317 Intellectual Property and Legal Issues

Identifying what kinds of information and design can and should be protected is important for any venture and particularly for technology startups. This course is necessary to advise creators, innovators, entrepreneurs, and students how to deal with IP assets and threats in a wide range of technological settings.

ENTR 318 New Venture Prototype Development

After Design Thinking and Feasibility Analysis, students need to move their ideas from the theoretical to the practical. That involves building early-stage prototypes. This course will help them refine designs and build working scale prototypes to test, pitch, and gain feedback on.

ENTR 319 New Venture Marketing

With a new venture idea tested and found to be viable, the next step is developing the go-to-market strategy and coming up with a website and social media campaign to launch. This course will prepare them for this crucial step.

ENTR 320 New Venture Funding
Finance and funding a startup in the early stages are critical to keeping a new venture afloat long enough to fine-tune the revenue model and get past the breakeven point. This course will provide much needed emphasis on funding and help new entrepreneurs develop a toolbox of financing strategies.

ENTR 321 Financial Literacy for Entrepreneurs

Understanding costs, managing the flow of financial information, and getting taxes collected and paid is essential to any business but especially so for a new venture. This course will provide a foundation for the new entrepreneur to maintain financial control.

ENTR 322 Social Entrepreneurship

Social ventures are attacking societal problems all around us. Many students are drawn to this form of startup and the course will prepare them for the challenges of a new venture in the social enterprise world.

ENTR 323 Launching Tech Ventures

Technological innovation is exciting and many of our entrepreneurship students and competitors are intent on creating the next big thing in tech. This course provides them a framework for ideating, testing, designing experiments to validate the concept, business model, and market strategies, and helps prepare them for launching a new tech venture.
Entrepreneurship Minor

Students will complete ENTR 414 (3 cr.), ENTR 415 (3 cr.), a Technical Elective (3 cr.), and nine (9) other credits from the short courses.

Required:

ENTR 414  Entrepreneurship (3 cr.)
ENTR 415  New Venture Creation (3 cr.)
Technical Elective (3 cr.)

Choose nine (9) additional credits from the list below.

ENTR 314  Innovation and Design Thinking (1 cr.)
ENTR 315  Feasibility Analysis (1 cr.)
ENTR 316  Business Model Design (2 cr.)
ENTR 317  IP and Legal Issues (1 cr.)
ENTR 318  Prototype Development (1 cr.)
ENTR 319  New Venture Marketing (1 cr.)
ENTR 320  New Venture Funding (1 cr.)
ENTR 321  Accounting for Entrepreneurs (1 cr.)
ENTR 322  Social Ventures (1 cr.)
ENTR 323  Launching Tech Ventures (1 cr.)
Entrepreneurship Certificate (12 cr.)

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<tr>
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<th>Credits</th>
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<td>Entrepreneurship</td>
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<tr>
<td></td>
<td>Technical Elective (from major field of study)</td>
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<td><strong>Plus Six (6) Credits from ENTR Courses below</strong></td>
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<tr>
<td>ENTR 314</td>
<td>Ideation, Innovation, and Design Thinking</td>
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<tr>
<td>ENTR 315</td>
<td>Feasibility Analysis</td>
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</tr>
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<td>ENTR 316</td>
<td>Business Model Design</td>
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<td>ENTR 317</td>
<td>Intellectual Property and Legal Issues for New Ventures</td>
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<td>ENTR 318</td>
<td>Prototype Development</td>
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<td>ENTR 319</td>
<td>New Venture Marketing</td>
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<td>Funding a New Venture</td>
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<td>ENTR 321</td>
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<td>Social Ventures</td>
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<td>ENTR 323</td>
<td>Tech Ventures</td>
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<tr>
<td>ENTR 415</td>
<td>New Venture Creation</td>
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285: STATISTICS ACADEMIC CERTIFICATE

In Workflow

1. 024 Chair (abo@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost’s Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (V00763280@uidaho.edu)
8. Registrar’s Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 05 Nov 2021 20:39:49 GMT
   Hirotachi Abo (abo): Approved for 024 Chair
2. Fri, 05 Nov 2021 20:46:25 GMT
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Fri, 05 Nov 2021 20:50:35 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
4. Mon, 08 Nov 2021 17:41:42 GMT
   Ken Udas (kudas): Approved for Provost’s Office
5. Mon, 08 Nov 2021 21:47:34 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 09 Nov 2021 18:25:31 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 02 Dec 2021 00:14:59 GMT
   Lauren Perkinson (V00763280): Approved for Graduate Council Chair
8. Fri, 10 Dec 2021 21:59:37 GMT
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
   David Barnes (dabarnes): Approved for Ready for UCC
10. Tue, 25 Jan 2022 21:00:55 GMT
    David Barnes (dabarnes): Approved for UCC

History

1. Jul 6, 2021 by Amy Kingston (amykingston)

Date Submitted: Fri, 05 Nov 2021 20:33:59 GMT


Last approved: Tue, 06 Jul 2021 20:28:52 GMT
Last edit: Mon, 08 Nov 2021 17:41:38 GMT

Changes proposed by: Mark Nielsen
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?
Rationale for Inactivation

Change Type (Choose all that apply)
Change existing program (major) from face to face to on-line delivery (including program components if applicable)

Description of Change

Change the status of the certificate to "available both in-person (Moscow) and online".

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Graduate

College
Science

Department/Unit:
Mathematics & Statistical Science

Effective Catalog Year
2022-2023

Program Title
Statistics Academic Certificate

Degree Type
Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
12

Attach Program Change

CIP Code
27.0501 - Statistics, General.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?
Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Describe the financial impact

Curriculum:

STAT 431 or similar course preparation must be completed prior to pursuing this academic certificate. At least half of the credits used for this certificate must be at the 500-level. All required coursework must be completed with a grade of 'B' or better (O-10-b (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/)).

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<tr>
<td>or STAT 507</td>
<td>Experimental Design</td>
<td></td>
</tr>
<tr>
<td>STAT 419</td>
<td>Introduction to SAS/R Programming (Choose only one of these three)</td>
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<tr>
<td>or STAT 426</td>
<td>SAS Programming</td>
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<tr>
<td>or STAT 427</td>
<td>R Programming</td>
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<td>STAT 422</td>
<td>Survey Sampling Methods</td>
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<td>STAT 451</td>
<td>Probability Theory</td>
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<td>Mathematical Statistics</td>
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<td>STAT 507</td>
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<td>STAT 514</td>
<td>Nonparametric Statistics</td>
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<td>STAT 516</td>
<td>Applied Regression Modeling</td>
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<td>Statistical Learning and Predictive Modeling</td>
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<td>STAT 535</td>
<td>Introduction to Bayesian Statistics</td>
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<td>STAT 555</td>
<td>Statistical Ecology</td>
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<tr>
<td>STAT 565</td>
<td>Computer Intensive Statistics</td>
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</table>

Other advisor-approved electives

Total Hours

12

Courses to total 12 credits for this certificate

Degree Maps:

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Where?

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

How will you ensure that the assessment findings will be used to improve the program?

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?
No

Learning Objectives
1. The student will be able to conduct a statistical analysis using methods that are appropriate for their data.
2. The student can diagnose whether the assumptions of the chosen statistical method are valid.
3. The student can clearly explain the results of the statistical analysis and if the statistical method(s) are valid.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

All courses necessary to complete the certificate are available by distance delivery (Engineering Outreach) and have been for some time. We seek now to formally recognize that the certificate is available online.

Supporting Documents
Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

Ken Udas (kudas) (Mon, 08 Nov 2021 17:41:38 GMT): This certificate is available for 100% online delivery. A student need not be physically present on a campus. There is no budgetary request. No additional funding is being approved here.

Key: 285

Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

**Faculty Staff Handbook (FSH)**
- Addition x Revision* □ Deletion* □ Emergency □ Minor Amendment
- Policy Number & Title: **FSH 3500 PROMOTION AND TENURE**

**Administrative Procedures Manual (APM)**
- Addition □ Revision* □ Deletion* □ Emergency □ Minor Amendment
- Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Chantal Vella, FAC Chair

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost

Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 1/3/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

   1. To permanently adopt the changes made via temporary emergency policy in May 2021 to sections D-1.b, D-1.b.3, and D-2.e.4. These changes appear in plain blue text in the attached draft.

   2. To make extensive revisions, clarifications, and editorial changes in response to feedback from faculty and administrators. These changes are redlined in the attached draft.

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

   None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

   None.

4. **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.
A. INTRODUCTION. FSH 3500 contains all official University promotion and tenure procedure and supersedes any promotion or tenure procedure contained in college or unit bylaws.

A-1. Definitions.

a. Academic Administrator. “Academic administrator” means the president, provost, vice provosts, deans, associate deans, and department chairs/directors of academic units, and vice president for research, and shall not include persons occupying other administrative positions. (RGP II.G.6.i.i.)

b. Board. “Board” refers to the State Board of Education and Board of Regents of the University of Idaho.

c. Faculty Member. “Faculty member” means any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

d. Period under Review. The “period under review” includes all years since appointment to the candidate’s current rank.

e. Unit. “Unit” means a school, division, department, or program (i.e., the first organizational unit below the college level), but the College of Law, WWAMI, Library, and the Counseling and Testing Center shall be considered to be a unit. For Extension educators, the unit shall be the Extension district.

f. Unit Administrator. The “unit administrator” is the administrator of the unit that holds faculty member’s appointment. In the case of an interdisciplinary appointment, the administrator of the unit that holds the majority of the appointment shall be considered the unit administrator.

g. University. “University” and “UI” refer to the University of Idaho.

A-2. Faculty Promotion.

a. Purpose. Academic rank represents and rewards the individual’s performance as a scholar, teacher, and faculty member. Promotion to a higher rank is not automatic but is a decision made on an individual basis subject to university, college, and unit criteria.

b. Criteria. Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to candidates who effectively perform in the responsibility areas contained in FSH 1565 C as specified in the candidate’s position description, and who meet university, college and unit criteria for promotion. Decisions are based on thorough and uniform evaluation of the candidate’s performance and granted only when there is reasonable assurance, based on performance, that the candidate will continue to meet the criteria for promotion. The faculty of each college and unit shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with university requirements. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).
c. Non-Tenure Track Faculty Promotion. Non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank. Full-time instructors are eligible for promotion to senior instructor. Senior instructor is not a rank from which a faculty member may be promoted (FSH 1565 D-1.b).

A-3. Faculty Tenure.

a. Purpose. Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the need for protection from improper influences from either outside or inside the university. Tenure strengthens UI’s ability to attract and retain superior teachers and scholars as members of the faculty. UI’s tenure policy improves the quality of the faculty by requiring that each faculty member’s performance be carefully scrutinized before tenure is granted.

b. General Provisions. Tenure is a condition of presumed continuing employment accorded to a faculty member, usually after a probationary period, on the basis of an evaluation and recommendation by a unit committee and administrator, a college committee and dean, a university committee, the provost, and the president. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed (RGP II.G.1.b). After tenure has been awarded, the faculty member’s service can be terminated only for adequate cause, the burden of proof resting with UI (FSH 3910), except under conditions of financial exigency as declared by the board (FSH 3970), in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized elimination or substantial reduction in an academic program (RGP II.G.6.a).

c. Criteria. Tenure is granted only to full-time faculty members (RGP II.G.6.a) who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas contained in FSH 1565 C as specified in their position description and consistent with university, college and unit criteria. The faculty of each college and unit shall establish substantive tenure criteria consistent with the university requirements for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

d. Tenurable Ranks. The tenurable ranks are senior instructor, assistant professor, associate professor, and professor. Senior instructors, research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565.

A-4. Consideration of Promotion or Tenure Alone. The procedures in this policy apply to all cases including applications for only tenure or only promotion. As used in this policy, “promotion or tenure” means promotion or tenure or both.

B. GENERAL PROVISIONS.

B-1. Delegation. The provost may delegate any of their responsibilities in this policy to a designee.

B-2. Provost’s Administrative Guidance. The process of promotion and tenure is administered by the provost. The provost shall publish guidance necessary for the administration of the promotion and tenure system that is consistent with the Faculty Staff Handbook (FSH) and the Regents of the University of Idaho Governing Policies and Procedures (RGP). This guidance shall be mandatory. The provost’s administrative guidance shall include:

a. Deadlines for the promotion and tenure process;

b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);

c. Procedures for requesting early consideration for promotion;
d. Requirements for curriculum vitae;
ed. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;
f. Requirements for the selection of external reviews for scholarly work;

gh. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and
hi. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

B-3. Committee Problem Resolution. If the unit administrator or the college dean is not able to fill membership on a committee required under this policy, the provost, in consultation with the dean, shall appoint an appropriate faculty member to fill any opening in order to comply with the requirements of this policy. If the provost takes such action under this provision, documentation of the action shall be maintained by the provost.

B-4. Procedural Error Remediation. In the event of a procedural error, the provost shall confer with the dean, unit administrator, and candidate and the parties shall attempt to come to an agreement that resolves the error. Following this process, the provost shall decide the resolution of the procedural error and communicate the decision to the candidate in writing. If the candidate agrees to the resolution in writing, he or she may not later object to the resolution. If the candidate does not agree to the resolution in writing, he or she retains the right to appeal the final institutional decision based on that procedural ground (see H-3 herein).

These procedural rules are intended to guide the orderly and fair administration of the promotion and tenure process and should be followed carefully, but a promotion or tenure denial may not be set aside merely because there was a procedural error unless the procedural error materially impacted the outcome.

B-5. Confidentiality. Except as specifically provided herein or in the provost’s administrative guidance, all materials generated in consideration of candidates for promotion or tenure shall not be disclosed to the candidate or to persons having no role in the administration of promotion and tenure policy unless required by law or approved by the provost. Faculty participating in tenure or promotion cases must maintain confidentiality regarding all aspects of the procedure. This prohibition applies not only during the promotion or tenure process but also indefinitely into the future.

B-6. Recusal.

a. Disclosure required. Prior to consideration of candidates, each committee member shall disclose in writing to the other committee members the nature and extent of any relevant relationships and working arrangements with each candidate who will be considered by the committee.
b. Recusal due to conflict of interest. A committee member with a conflict of interest as defined in this policy shall recuse themselves from consideration of each candidate with whom they have a conflict of interest.
c. Conflict of interest defined. For purposes of this policy, conflict of interest means:
   i. The committee member has a “relationship” with the candidate as defined by FSH 6241 Nepotism, or
   ii. The committee member has a conflict of interest as defined by FSH 6240 Conflicts of Interest or Commitment.
d. Objection; disqualification; final decision. Objection to a committee member’s participation based on conflict of interest as defined by this policy or on other grounds may be raised by the candidate, any
member of the committee, by the chair of the candidate’s unit, or by the dean of the candidate’s college, and shall be communicated to the provost. If an objection is raised and the committee member refuses to recuse themselves, the dean of the candidate’s college shall decide whether the committee member shall be disqualified from participation, unless the dean is the party raising the objection, in which case the provost shall decide. The decision of the dean or provost, as applicable, is final.

e. Recusal on other grounds. A committee member shall recuse themselves from consideration of a candidate if the committee member subjectively determines that they cannot fairly evaluate that candidate’s performance as required by University policy.

C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

C-1. Promotion.

a. Timing of Promotion. A faculty member shall apply and be considered for promotion according to the schedule below.

1. Instructors. Full-time instructors shall be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor. Part-time instructors are not eligible for promotion.

2. Tenure Track Assistant Professors. Assistant professors who are on a tenure track shall be considered for promotion at the same time that they are considered for tenure and shall be promoted if they receive tenure (C-2.a herein).

3. Non-Tenure Track Assistant Professors. Assistant professors who are not on a tenure track shall be considered for promotion during their sixth full year as an assistant professor.

4. Tenure Track and Non-Tenure Track Associate Professors. Faculty may be considered for promotion during their sixth full year of service, or thereafter, as an associate professor.

b. Early Consideration for Promotion. A faculty member may be considered for promotion at an earlier time than permitted by this policy with the approval of the dean. The process for requesting early consideration for promotion shall be set forth in the provost’s administrative guidance pursuant to B-2 herein.

c. Reconsideration for Promotion. When a faculty member has been considered for promotion and not promoted, he or she may apply and be considered again during their third full year of service or later after denial of promotion unless earlier consideration is approved in writing by the dean.

C-2. Tenure.

a. Timing of Tenure. A faculty member shall apply and be considered by the university for tenure during the sixth full year of probationary service. Consideration at that time is mandatory (RGP II.G.6.b.ii.). If an associate or full professor is not appointed with tenure, they are considered for tenure during the fifth full year of service. Satisfactory service in any tenurable rank may be used to fulfill the probationary period.

b. Early Consideration for Tenure. A faculty member may be considered for tenure at an earlier time than permitted by this policy (RGP II.G.6.d.iv.1), with the approval of the provost. The process for requesting early consideration for tenure shall be set forth in the provost’s administrative guidance pursuant to section B-2 herein.
C-3. Special Circumstances.

a. Late Appointments. When the appointment begins after the eighth week of the start of the academic year (for academic year appointments) or after the eighth week of the fiscal year (for fiscal year appointments) then the timeline for promotion and tenure consideration begins the following year.

b. Transfer between Units.

1. Approval Process. When a non-tenured faculty member transfers to another unit within UI, the transfer must be approved by the provost in consultation with the units and college dean(s).

2. Impact on Time to Promotion and Tenure. The extent to which service in the first unit counts toward promotion or tenure in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP II.G.6.1.i)

3. Tenure Status. Tenure status does not change when a tenured faculty member transfers from one unit to another within UI.

c. Effect of Lapse in Service. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have their prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.1.i)

d. Credit toward Promotion or Tenure at Time of Appointment. Credit toward promotion or tenure may be granted at the time of appointment with the approval of the provost. Such credit must be documented in the letter offering the candidate employment at UI. Where credit toward promotion or tenure is approved, all evidence of success in the faculty member’s areas of responsibility having arisen during the years for which credit is given shall be included in the candidate’s dossier and must be considered in evaluating whether the candidate has demonstrated success in the applicable areas of responsibility. Credit toward promotion and tenure may be granted under the following circumstances:

1. After review of the candidate’s qualifications, the faculty in the unit vote that the candidate meets UI criteria for the rank to be offered, and

2. The candidate has demonstrated outstanding performance of responsibilities relevant to the position for which the person is being appointed through service at another institution, or has made substantial contributions to their field of specialization, and

3. The candidate must complete one full year of employment at UI prior to applying for promotion or tenure.

e. Appointment with Tenure. Appointment with tenure may be offered under the following circumstances:

1. The candidate has attained tenure at another college or university, and

2. After review of the candidate’s qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and

3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

f. Administrative Appointment
1. The role of an administrator is not tenurable.

2. A faculty member who serves as an academic administrator retains membership in their academic department and their academic rank and tenure. (RGP II.G.6.i.i) The faculty member may resume duties in their academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)

3. A candidate may be initially appointed as an associate or full professor with tenure with the approval of the president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.

g. Unit Administrator under Review for Promotion or Tenure. If the unit administrator is scheduled to be evaluated for promotion or tenure, the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

h. Conflicts of Interest. A faculty member who is a “related individual” to the candidate as defined in FSH 6241-A shall not participate in the process of promotion and tenure.

C-4. Extensions.

a. Childbirth or Adoption: A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline for promotion or tenure or both. (RGP II.G.6.d.iv.2.)

b. Other Circumstances: An extension of the timeline for promotion or tenure or both may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member’s progress toward achieving promotion or tenure, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, problems beyond the faculty member’s control relating to their research or scholarly activities, or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member’s progress.

c. Third-Year Review. In the event that an extension is requested and granted before the third-year review, the review is also automatically delayed for one year.

d. Length of Extension. In most cases, extension of the time to tenure or promotion shall be for one year; however, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted.

e. Option to Shorten Extension. A faculty member may choose to be considered for promotion or tenure on their original timeline, even if an extension has been granted.

f. Procedure for Requesting an Extension:

  1. The faculty member must request the extension from the provost in writing by March 15 of the calendar year in which the review process begins, as set forth in the provost’s administrative guidance (B-2 herein). The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance.

  2. Except to obtain necessary consultative assistance on medical or legal issues, only the provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in their discretion, determine if consultation with the dean or unit administrator is appropriate.

  3. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.
4. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their Personal Statement of Accomplishment; otherwise, no information regarding the extension shall be included in the candidate’s dossier, unless such information already exists in the materials to be provided by the unit administrator, as detailed in D-2. If such information already exists in the D-2 materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

g. Effect of Extension. No additional productivity is expected when a faculty member extends the timeline for promotion or tenure. For example, if a tenure decision would customarily take place in the sixth year, and it is extended to the seventh year, the standard of productivity would remain the same as for a tenure decision made in the sixth year. If an extension is granted, the expectations for tenure and/or promotion remain the same.

D. PROMOTION AND TENURE DOSSIER. All materials provided by the candidate and by the unit administrator shall be compiled together into a single dossier in the manner prescribed by the provost’s administrative guidance (B-2 herein).

D-1. Materials to be Provided by the Candidate. The candidate shall submit the following materials:

a. Current Curriculum Vitae. The curriculum vitae shall be in the required UI format.

b. Candidate Statements. This section is limited to eight pages with an optional one-page COVID impact statement for a maximum of nine pages.

   1. Context Statement. A Context Statement is written by the candidate and describes the candidate’s academic unit and the candidate’s responsibilities within their unit as established in the position description. It is intended to inform reviewers about the candidate’s academic environment so that reviewers may consider the similarities and differences between their own academic unit and that of the candidate. The context statement should also describe the expectations placed on the candidate by interdisciplinary programs or research centers, the requirements of joint appointments or other special circumstances. If applicable, the candidate shall indicate their choice of unit criteria for promotion and tenure under which to be evaluated, pursuant to D-2.a.2.

   2. Personal Statement of Accomplishment. The Personal Statement of Accomplishment is written by the candidate and has an opportunity to interpret their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion or tenure, but should not duplicate other materials in the dossier. The statement may explain and analyze materials submitted and include a philosophical vision as it relates to the broader impact of accomplishments. The statement should explain the nature of the candidate’s activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of candidate choice.

   3. COVID Impact Statement (Optional) In one page, the candidate may describe the effects of the pandemic on their work activities and outcomes during the period of review. Candidates may describe such effects across the four areas of consideration: teaching; scholarship and creative activity; outreach and extension; and university service and leadership.

c. Evidence of Accomplishment. The candidate may provide evidence of accomplishment for each area of responsibility in the position description. Evidence could include examples of scholarly work, evidence of teaching effectiveness as provided in FSH 1565 C-1.a (note that student course evaluations, and, if applicable, peer evaluations are provided by the unit administrator; see D-2.c.); teaching evaluation materials, letters of support, etc. This Evidence of Accomplishment shall not include additional narrative written by the candidate regarding promotion or tenure. This section has no page limit.
D-2. Materials Provided by the Unit Administrator. The unit administrator shall provide the following materials to the candidate to the candidate items a-d below, in the format prescribed by the provost’s administrative guidance (B-2 herein), at least 10 five business days prior to the deadline specified in D-3-a herein and beginning of the semester in which the promotion or tenure review is scheduled to begin. After the dossier has been finalized, as described in D-3-c, the unit administrator shall add the external peer review letters described in D-2-e and forward the dossier for the first level of review.

a. Bylaw Sections. College and unit bylaw sections that cover the following areas:

1. Annual review process and annual performance criteria.
2. Criteria for promotion and tenure. If criteria change during the period under review, the candidate shall choose the version of the criteria by which he or she will be evaluated. If a candidate does not select a version, the version in effect at the time of submission shall be used.

b. Position Descriptions and Annual Evaluations. Copies of the candidate’s position description(s) (FSH 3050) and annual evaluations (FSH 3320) for the period under review.

c. Teaching Effectiveness. If teaching is included in the candidate’s position descriptions, copies of all of the candidate’s student course evaluation summaries (RGP II.G.6.e) for the period under review and peer evaluations of teaching for the period under review as prescribed by the provost’s administrative guidance (B-2 herein). The candidate may supplement this section to include other evidence of teaching effectiveness as outlined in FSH 1565 C-1.a.

d. Prior Reports. Copies of any third-year review committee reports and periodic review reports made during the period under review, along with the associated unit administrator’s and dean’s reports (as applicable) and any responses by the candidate to the reports.

e. External Peer Reviews. The unit administrator shall obtain three to five external reviews of the candidate’s performance in the area of scholarly and creative activity, as defined by FSH 1565 C-2. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period. In the case of tenurable and tenured faculty in Extension, the external review shall focus on the candidate’s performance in the areas of scholarship and creative activity and outreach and extension. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period. All review letters received shall be included in the dossier.

1. Qualifications of Reviewers. External reviewers shall be tenured faculty members who have expertise in areas closely related to the candidate’s expertise. If the review is to be in support of promotion, each reviewer shall be at, or above, the rank the candidate is seeking. Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent an unbiased assessment.

2. Selection. The reviewers to be solicited shall be chosen by the unit administrator, but at least two reviewers shall come from a list of at least eight qualified reviewers provided by the candidate in writing to the unit administrator by the deadline provided in B-2 herein. If the unit administrator cannot obtain letters from two reviewers on the candidate’s list, the unit administrator shall ask the candidate to identify further potential reviewers. The candidate may also provide the unit administrator with the names of up to two individuals who shall be excluded from consideration as an external reviewer. If the candidate fails to submit either list, the unit administrator shall select reviewers.
without that input from the candidate. These lists shall not be included in the dossier but shall be kept on record by the unit administrator.

3. Request Letters to the External Reviewers. The letters of request to the reviewers shall be based on a template provided by the provost.

4. Materials Provided to the External Reviewers. The unit administrator shall provide only the candidate’s CV, position descriptions for the period under review, candidate statements from D-1.b herein, up to four examples of the candidate’s scholarly and creative activity chosen by the candidate, and the sections of college and unit bylaws setting forth criteria for promotion or tenure. In the case of tenure-line faculty appointments with extension, the four examples shall include the candidate’s scholarly and creative activity and extension and outreach work chosen by the candidate. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

5. Criteria for External Review.

a) The review shall be limited to the candidate’s scholarly and creative activity in relation to the applicable tenure and/or promotion criteria and the faculty member’s position description(s). In the case of tenurable Extension faculty, this review shall encompass scholarship and creative activity and outreach and extension.

b) Reviewers may not be asked to evaluate the candidate pursuant to external criteria such as those at the reviewer’s institution or other professional organizations.

c) The university shall make every effort to keep the names of the reviewers confidential from the candidate. The candidate may request to view the external reviewers’ anonymized evaluations after the final institutional decision is made. Such requests shall be directed to the provost.


1. In the case of interdisciplinary appointments, administrators of units holding the minority of the candidate’s appointment (see A-1.d herein) may provide an additional review letter.

2. In the case of a candidate based at a UI center, the center executive officer may provide an additional review letter.


a. Deadline for Submission of Candidate Material and Unit Materials. A candidate’s dossier, containing all of the materials described in section D-1A, must be submitted to the unit administrator either prior to the beginning of the semester in which the review is scheduled to begin or prior to the submission of the candidate’s materials to the external reviewers, whichever is earlier. In the event a unit administrator fails to provide the candidate’s materials within the timeline referenced in D-2 above, the candidate’s deadline for submission shall extend to ten days after the provision of materials by the unit administrator.

1. External peer reviews need not be submitted as part of the dossier prior to the deadline, but must be received, if required, prior to any consideration of the dossier.

2. The dossier may be supplemented with scholarship or creative accomplishments occurring after submission. Supplementation must be made pursuant to the provost’s administrative guidance.

b. Failure to Submit Candidate Materials by Deadline. Candidates are expected to follow the submission timeline contained in the provost’s administrative guidance. A candidate who does not submit the materials described in D-1 by the deadline described in D-3.a of the mandatory year, or of the tenure
consideration year as adjusted pursuant to an extension under section C-4, is deemed to have been denied tenure as of the deadline.

b. Finalization of Dossier. Submission is final when the candidate has signed a dossier submission form and provided the signed dossier submission form to the unit administrator. Other than supplementation provided in D-3. a herein, the dossier is final when submitted and may not be supplemented or altered after submission.

E. UNIT LEVEL REVIEW.

E-1. Unit Promotion and Tenure Committee.

a. Membership. The unit faculty shall elect a promotion and tenure committee for each candidate according to the criteria below. The unit faculty may delegate the selection of committee members to the unit administrator.

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.

2. The committee shall elect a chair from among their tenured members.

3. Because the promotion and tenure committee is a personnel committee, students and non-university employees shall not serve on the committee.

4. In cases considering promotion to full professor, unit administrators are encouraged to the committee shall include at least one full professors in the committee.

5. Neither the unit administrator nor the dean may serve as a member of a unit promotion and tenure committee.

6. If there are not three tenured faculty members available to serve on the committee, or a full professor in a case considering promotion to full professor, the unit administrator, in consultation with the dean, shall designate appropriate tenured faculty members from other units whose areas of expertise are as closely related as possible to the work of faculty in the unit/the candidate. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.

7. Upon request by the candidate to the unit administrator, the unit administrator shall provide the candidate with the names of the committee members.

b. Basis for Evaluation. The unit administrator shall submit the completed dossier to the chair of the unit promotion and tenure committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff and students in the unit. The process for requesting such feedback shall be set forth in the provost’s administrative guidance pursuant to section B-2 herein. The committee shall not meet until the dossier and feedback have been available to all members for a minimum of five business days to a maximum of ten business days at least two weeks. The committee may provide the candidate with the opportunity to address the committee in support of their application for tenure and/or promotion. The committee shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion.

c. Unit Promotion and Tenure Committee Report. The committee shall write a report recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a...
brief rationale for the committee’s recommendations and an anonymized record of the committee’s vote for or against tenure or promotion of each candidate. Abstentions are not allowed. The chair of the committee shall deliver the report to the unit administrator. The report shall not be shared with faculty who are not members of the college or university promotion and tenure committees.

E-2. Unit Faculty Voting.

a. General.

1. The dossier must be made available a minimum of five business days to a maximum of ten business days at least two weeks prior to any voting.

2. Faculty who are eligible to vote may assemble to deliberate prior to voting.

3. Voting shall occur using a signed, written ballot in a format provided in the provost’s administrative guidance in B-2 herein.

4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator.

5. Unit faculty voting results shall not be shared with the candidate’s promotion and tenure committee.

6. Faculty are not required to vote but are encouraged to do so.

b. Voting by Tenured Faculty. In the case of tenure, the unit administrator shall solicit the vote of all tenured faculty members of the candidate’s unit regarding whether the candidate should be granted tenure. Non-tenured faculty shall not be eligible to vote.

c. Voting by Promoted Faculty. In the case of promotion, the unit administrator shall solicit the vote of all faculty members of the candidate’s unit of the same or higher rank as that to which the candidate seeks promotion. Faculty members of lower rank shall not be eligible to vote.

E-3. Unit Administrator.

a. Unit Administrator’s Report. The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator’s report shall include the anonymized voting results as well as the administrator’s recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she shall disclose this as part of the report.

b. Transmission of Reports to the Candidate and Written Response. The unit administrator shall provide the candidate with copies of the unit administrator’s report and the report of the unit promotion and tenure committee. The candidate may provide a written response to the reports within five business days after receiving the reports.

E-4. Forwarding Materials. The unit administrator shall forward the tenure and/or promotion dossier and all reports and the candidate’s response, if any, to the dean.

F. COLLEGE LEVEL REVIEW.

F-1. College Promotion and Tenure Committee. Each college having more than one unit shall have a standing promotion and tenure committee. The members shall be tenured and shall serve staggered three-year terms. Each unit within the college shall be represented by one faculty member, to be selected as follows: Each unit shall nominate two faculty members, from which the dean shall select one, giving consideration to representational balance in the makeup of the committee. The committee shall elect its chair from among its
members or may elect the dean or associate dean to serve as chair without vote. For the College of Business and Economics each major area shall serve as a “unit” for purposes of section F. Names of committee members shall be provided to the candidate upon request to the dean.

F-2. College Promotion and Tenure Committee Evaluation and Report. The committee shall not meet until the dossier has been available to all members for a minimum of five business days to a maximum of ten business days at least two weeks. The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee’s recommendations and an anonymized record of the committee’s vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. A tie vote will result in a recommendation of “undecided.”

F-3. Dean’s Report. The dean shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion then make a written recommendation as to whether each candidate should be promoted and/or tenured after considering the materials presented in the dossier (including all reports, responses and polling information), and advice of the college committee. The dean may also confer individually or collectively with unit administrators about the qualifications of the candidate.

F-4. Transmission of Reports to Candidate and Written Response. The dean shall provide the candidate with copies of the dean’s report and the college promotion and tenure committee report. The candidate may provide a written response to the reports within five business days after receiving the reports.

F-5. Forwarding Materials. The dean shall forward the completed tenure and/or promotion dossier and all reports, recommendations, and responses to the provost.

G. UNIVERSITY LEVEL REVIEW.

G-1. University Promotion and Tenure Committee Composition. A university promotion and tenure committee of faculty members, chaired by the provost without vote, is appointed each year.

a. Nominations. One-third of the committee’s membership shall be selected by the provost from the previous year’s committee; the remaining members shall be selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senators. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

b. Membership. The membership of the committee shall be as follows:

1. The vice president for research, the dean of the College of Graduate Studies and the provost’s designee with primary responsibility for faculty promotion and tenure, to serve ex officio (without vote).

2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.

3. The committee shall include at least one tenured faculty member (RGP II.G.6.e).
4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

G-2. University Promotion and Tenure Committee Vote. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

G-3. Provost’s Report. The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. The report shall include a rationale for each recommendation and the anonymized results of voting from the university promotion and tenure committee.

H. DECISION.

H-1. Presidential Approval. The president shall confer with the provost and make the decision regarding tenure and/or promotion for each candidate in light of the unit, college and university criteria for tenure and/or promotion. The awarding of tenure and/or promotion to an eligible faculty member is made only by a positive action of approval by the president.

H-2. Notice to the Candidate. The president shall give notice in writing to the candidate of the granting or denial of tenure and/or promotion by May 1 of the academic year in which the decision is made. (RGP II.G.6.c.) The provost’s recommendation shall be forwarded to the candidate at that time. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. If the president fails to notify the candidate of the decision within the required timeframe, it is the responsibility of the candidate to inquire as to the decision.

H-3. Appeals. Appeals regarding promotion or tenure may be filed only after the final decision of the president, which shall be considered the institutional decision (see FSH 3840 B-2).

H-4. Denial of Tenure. If a faculty member is not awarded tenure, the president, at their discretion, may:

a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or

b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or

c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

d. A candidate who is denied tenure is still eligible for employment at the University in nontenurable positions.

I. IMPLEMENTATION.

I-1. Effective Date. This policy shall be effective April 1, 2020.


a. The provisions of section C herein (Schedule for Promotion and Tenure Consideration) shall apply to faculty hired after the final approval of this policy.
b. Faculty hired before the adoption of this policy shall be governed by the provisions of section C herein unless written notice of election not to be governed by section C is provided to the unit administrator, dean and provost prior to April 1, 2020.

c. Faculty who elect not to be governed by the provisions of section C herein are subject to the corresponding policies regarding the timing of promotion and tenure in place immediately prior to the adoption of this policy, specifically those in FSH 3520 and FSH 3560. These previous policies shall remain available on the provost’s web page.

Version History

Amended July 2022. [TBD]

Amended May 2021. President Green adopted temporary emergency changes affecting sections D-1.b. and D-2.e.

Amended July 2021. Section A-2.a. was revised to state the purpose of promotion; D-2.e.4. to clarify contents of packet for external review; and F-1 to require consideration of representational balance.

Adopted January 2020. The university’s promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510.
Proposed Temporary Emergency Policy
FSH 1640.77 Scientific Misconduct Committee

Summary: In response to an unusually high number of cases before the Scientific Misconduct Committee, this action allows for the addition of up to four new members on the committee to handle workload.

Proposed Change:

B. STRUCTURE AND MEMBERSHIP. The vice president for research and economic development will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Senate, six tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate two tenured faculty members to one-year terms, two tenured faculty members to two-year terms, and two tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the SMC. In the event of heavy caseloads, the vice president for research and economic development may nominate up to four additional tenured faculty members to serve up to one year on the committee, each of which must be approved by the Committee on Committees and Faculty Senate.
POLICY COVER SHEET

For instructions on policy creation and change, please see
https://www.uidaho.edu/governance/policy

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: 35.11 Biohazard Safety

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Megan Grennille

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No Name & Date: Manisha Wilson 1/25/22

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.

   This APM is being revised due to new regulatory documents that were released in 2019 and 2020 (NIH Guidelines for Research Involving Recombinant and Synthetic Nucleic Acid Molecules and the Biosafety in Biological and Biomedical Laboratories, 6th edition). There is redundant information in this APM which is covered elsewhere (FSH, IBC procedures manual).

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

   No fiscal impact is expected from this revision.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

   FSH 1640.14 (Institutional Biosafety Committee) is related to this APM and is being revised at this time. APM 45.20 is related and will not be impacted.

4. 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.
A. General. The proper management of biological agents and the vectors that may harbor these agents is important in providing the necessary protection for employees and students, and their close contacts; animals; and the environment. Any use, possession, storage, or transfer of material defined in Part B biological agents requires approval from the Institutional Biosafety Committee (IBC) (see FSH 1640.14) and the Office of Research and Economic Development (ORED) (see FSH 1640.14). In addition, federal or state approval may be required when conducting research activities using select agents and toxins (see APM 45.20), when releasing genetically modified organisms or biological agents to the environment or when transferring biological agents to another researcher or facility. [ed. 5-11]

All forms of work involving potential for occupational exposure to human blood, bodily fluids or other infectious materials are required to comply with the UI Bloodborne Pathogens Program, ensuring that hazards from potentially infectious materials are minimized by using safe work practices, annual training, engineering controls, personal protective equipment (PPE), and decontamination of spills.

B. Definitions.

**B-1. Biological agents.** Any bacteria, recombinant DNA, fungi, transgenic organisms, viruses, rickettsiae, chlamydiae, parasites, allergens, viroids, virions, and prions that can be harmful to humans, livestock, plants, or the environment or that have been genetically modified. Any biological material, including but not limited to bacteria, recombinant DNA, fungi, viruses, parasites, and biological toxins, etc., that can be harmful to humans, animals, plants or the environment or that have been genetically modified.

**B-2. Plant or plant pest that requires federal or state permit.** Materials whose movement is restricted by either national or state quarantine.

**B-3. Bloodborne Pathogens (BBP).** Pathogens or other infectious materials transmitted through human bodily fluids, including but not limited to human immunodeficiency virus, hepatitis B, or hepatitis C.

C. Procedures. The IBC Institutional Biosafety Committee approves all activities involving biological agents (listed below) and serves as a resource for providing information on biohazard safety and management of infectious materials:

- Recombinant-DNA activities;
• Activity involving the cultivation of production of genetically modified organisms;
• Activity involving the release or cultivation of genetically modified organisms or biological agents in the environment (exception for USDA deregulated items);
• Any use, possession, storage, or transfer of Select Agents and Toxins;
• Any activity involving the use, possession, storage, or transfer of any biological agent; and
• Research activities involving known infectious tissues/materials, [which includes established human cell lines that present human hazards and as such are classified as Risk Group 2 (RG2) agents (BSL2)], substances/specimens containing infectious materials that include activities that either propagate these materials, (e.g. growth of microbiological specimens) or potentially expose workers to these agents, e.g. sifting of soil samples (aerosolizing the soil) when the soil is known to contain an infectious agent or is from a region where there are infectious agents endemic in the soil, e.g. *Bacillus anthracis* is endemic in parts of the Southwest in the United States.

C-1. Memorandum of Understanding and Agreement: Biosafety Protocol. Any investigator working with the material listed above in Part B must complete a Biosafety Protocol Memorandum of Understanding and Agreement (MUA), application found at

a. Duration of Biosafety Protocol Approval; Renewal. An approved protocol is valid for a maximum of three years. If the investigator plans to continue work described in the protocol beyond the approval it is the responsibility of the investigator to obtain renewal prior to protocol expiration.

b. Amendment to Biosafety Protocol. Amendments must be submitted to and approved by the IBC prior to a change in protocol. Examples of changes requiring protocol amendment include additional biological agents or type of biohazardous material, updated scope of work, modifications of protocol or operating procedures, location of use, or updated personnel.

c. Required Documentation. A copy of the approved biosafety protocol, along with associated documentation on research protocols and training of lab personnel must be kept on file with the investigator.

http://www.uro.uidaho.edu/default.aspx?pid=32025
Submit the completed MUA application to the Office of Research Assurances.

C-2. Biosafety Manual and Facility Review. The investigator must complete a biosafety manual (BSM) or other IBC approved manual, depending on the biological agent (e.g. and exposure control plan for
bloodborne pathogens or abbreviated BSM for samples containing unknown hazards), and facility review that addresses laboratory and research safety procedures, such as proper personal protective equipment, appropriate research equipment (autoclaves, biosafety cabinets, chemical fume hoods, etc.), signage, easy access to safety information such as Material Safety Data Sheets (MSDSs), and the ability to manage different wastes (biological, hazardous chemical, sharps, etc.). A template for a biosafety manual and a facility review checklist may be obtained from the Biosafety Officer in Environmental Health and Safety Office (EHSO) and/or the Office of Research Assurances (ORA) see F below.

C-3. Biosafety Protocol MUA Approval and Renewal. An approved MUA protocol is valid for a maximum of three years. If the investigator plans to continue project work described in the protocol beyond the approval three years it is the responsibility of the investigator to obtain renewal before the end of the three years prior to protocol expiration.

C-4. Biosafety Protocol MUA Amendment. An amendment must be submitted to the IBCMUA must be amended any time there is a change in the approved protocols. Amendments must be approved prior to a change in protocol. Examples of changes include: additional biological agents or type of biohazardous material, updated scope of work, but are not limited to, modifications of protocols or operating procedures, a change in location of use, a change in type of material, or a change in personnel. Amendments may be submitted to the Biosafety Officer or to ORA in an email explaining all protocol changes.

C-5. Documentation. A copy of the approved MUAbiosafety protocol, along with associated documentation on research protocols and training of lab personnel must be kept on file with the investigator.

C-36. Exposure Control Plan (ECP). Those personnel with occupational exposure to BBP outside the scope of IBC oversight must complete an ECP and submit it to Environmental Health and Safety (EHS) for review and approval.

C-47. Shipping Biological Materials. Shipping of all biological materials must follow protocols set by EHS and ORED.

D. Information on Specific Federal Agencies Additional Federal and State Compliance Obligations. Investigators may also be subject to compliance obligations imposed by federal and state agencies. Frequently arising federal and state obligations are briefly described below. Receipt of a grant or approval from a federal or state agency does not relieve the investigator from obtaining abiosafety protocol approval - university MUA prior to conducting work with any of the above activities materials in Part B.
D-1. **Federal Agencies**: Guidelines specific to the below mentioned agencies can be found off the ORA website or their respective websites.

**a. National Institutes of Health (NIH)**. As the University receives funding from NIH, specifically for recombinant DNA activities, all research involving recombinant or synthetic nucleic acid activities is subject to the requirements investigators to follow the “NIH Guidelines for Research Involving Recombinant DNA Molecules” found at the Office of Biotechnology Activities off the NIH website.

D-2. **b. USDA Animal and Plant Health Inspection Service (APHIS) and Idaho State Department of Agriculture (ISDA)**. APHIS and ISDA issues permits specifying necessary requirements for the use, possession, storage, and transfer of plant materials.

D-3. **Centers for Disease Control and Prevention (CDC) and USDA**. CDC and USDA regulates Select Agents and Toxins. The use, possession, storage, and transfer of Select Agents and Toxins is regulated by the Centers for Disease Control and Prevention (CDC) or APHIS. A list of Select Agents and Toxins can be found at the CDC, APHIS or NSAR websites.

An investigator must register with the CDC or APHIS to use Select Agents and Toxins. To begin the registration process, contact the IBC University Research Office at (208) 885-4989.

D-4. **Occupational Safety and Health Administration (OSHA) and Idaho General Health and Safety Standards (IGSHS)**. OSHA and IGSHS set employer requirements when employees may encounter occupational exposure to BBP or other potentially infectious materials. See the Language from 29 CFR 1910.1030 and IGSHS - 330 has been adapted into the UI Bloodborne Pathogens Manual, which incorporates the requirements of 29 CFR 1910.1030 and IGSHS - 330.

E. **Educational Opportunities**. In addition to the below educational opportunities, other opportunities are available through EHSO and ORA, see F below.

E-1. **EHSO courses**:

- Basic Biosafety Training for Laboratory Personnel
Basic Biosafety Training for Facilities Maintenance Personnel
• Select Agents and Toxins: Regulatory Requirements
• Blood-Borne Pathogens

**E-2.** ORA offers an on-line power-point of the BMBL 5th edition compliant Basic Biosafety Training for Laboratory Personnel, along with a Biosafety Cabinet on-line training.

**F. Contact Information.**

Environmental Health and Safety Office at (208) 885-6524 or website at: http://www.uiweb.uidaho.edu/safety/
For biosafety: Office of Research Assurances at (208) 885-40546162 or website at: http://www.uro.uidaho.edu/default.aspx?pid=31941 biosafety@uidaho.edu.

For bloodborne pathogens: Environmental Health and Safety 208-885-6524 or safety@uidaho.edu.