University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 19

Tuesday, February 8, 2022, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
   • Minutes of the 2021-22 Faculty Senate Meeting #18 (February 1, 2022) Attach. #1

III. Consent Agenda (Vote)

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports (Vote)
   • UCC 30 Department of Medical Education – Peter Fuerst Attach. #2
   • UCC 31 Department of Medical Research – Peter Fuerst Attach. #3
   • UCC 32 Department of Clinical Medicine – Peter Fuerst Attach. #4
   • UCC 452 Business Administration (B.A.A.) - Eric Stuen Attach. #5
   • University Safety and Loss Control – Jerilyn Prescott Attach. #6
   • Committees on Committees – Alistair Smith
     o FSH 1640.46 Arts Committee Attach. #7
     o FSH 1640.14 Bio Safety Attach. #8
     o FSH 1640.77 Scientific Misconduct Attach. #9

VII. Other Announcements and Communications
   • Admissions Standards Discussion

VIII. Special Orders

IX. New Business

X. Adjournment
* 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.
Attachment #1

2021 – 2022 Faculty Senate – Pending Approval
Meeting # 18
Tuesday, February 1, 2022, 3:30 pm – 5:00 pm
Zoom only

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

Absent: Rose (excused), Chapman (excused), Ahmadzadeh

Guests: Lisette Waits, Charles Goebel, George Tanner, Hirotachi Abo, Chantal Vella

Call to Order: Chair Meeuf called the meeting to order at 3:30 pm.

Approval of Minutes (vote):
• Minutes of the 2021-22 Meeting #17 – Attach. #1.
  The minutes of the 2021-22 Meeting #17 were approved as distributed.

Chair’s Report:
• ITS is still 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 to help them design and develop this new interface. If you are interested in participating, please email project manager Jason Swanby at jswanby@uidaho.edu.
• As hopefully many of you saw, President Green released the report by Idaho law firm Hawley Troxel that debunked the many erroneous claims about the University of Idaho made by the partisan organization the Idaho Freedom Foundation. President Green also staunchly defended the University last week while presenting to the Joint Finance and Appropriations Committee at the state legislature. I wanted to pass along the many comments of praise and support for President Green that I received from faculty across the university.

There were no questions for the Chair.

Provost’s Report:
• Last Friday there were great presentations from U of I before JFAC and throughout the week from President Green and other university leaders. News about the legislative budget decisions will take many weeks, but the university community will be updated as much as possible.
• COVID update: The number of students in our isolation space is down significantly from last week. The Provost gave an update on the availability of tests – from noon to 2pm at the REC center. Also, a large order of rapid tests is arriving. The number of students who have submitted their vaccination card is now 4,700. Things seem to be moving in the right direction.
• Nominations are needed for two deans to serve on the University Distinguished Professor Advisory Committee. Please submit nominations to Vice Provost Diane Kelly-Riley. FSH 1565 D-8.b provides the selection procedures.
  https://www.uidaho.edu/governance/policy/policies/fs/1/1565#d8
• Enrollment: Numbers are still preliminary, but the 10-day report indicates an increase of 2.9%. Applications and admissions for fall 2022 are also up.

Discussion on the Provost’s report:
There was a question about the considerable state budget surplus and whether we will be able to benefit from it. The Provost responded that the Governor’s budget is the starting point for state budget discussion but there may be many weeks of amendments and negotiations before we know something concrete. There are indications suggesting greater support for higher education and education in general.

A Senator expressed appreciation for President Green’s strong position in support of U of I.

Committee Reports:
• UCC 364 Wildlife Sciences – Lisette Waits, Attach. #2
  The proposal is to change the name from Wildlife Resources to Wildlife Sciences, which better reflects what is done in the department. They also added three emphasis areas. Note: the attachment provided in the binder includes four emphasis areas, but the pre-vet emphasis was removed due to overlap with the pre-vet major in CALS, although it appears in the attachment. When voting, Senators must remember that they are voting on the amended version of attachment #2, which is not reflected in the binder. The Registrar’s Office will be informed of the error to ensure that what Senate voted on goes through the system.
  Vote: 21/21 in favor. Motion passes.

• UCC 475 A.S Wildland Fuel and Fire Technology – Charles Goebel, Attach. #3
  Three parallel Associate of Science degrees are being proposed, with the addition of Gen Ed courses to meet institutional requirements.
  After some brief clarification, Senators were ready to vote on UCC 475.
  Vote: 21/21 in favor. Motion passes.

• UCC 461 A.S Forest Operations and Technology – Charles Goebel, Attach. #4
  No specific questions on this component of the proposal.
  Vote: 21/21 in favor. Motion passes.

• UCC 460 A.S Forest Nursery Management and Technology – Charles Goebel, Attach. #5
  No specific questions on this component of the proposal.
  Vote: 22/22 in favor. Motion passes.

• UCC 454 Entrepreneurship Minor – George Tanner, Attach. #6
  Entrepreneurship has been a campus-wide program – almost 60% of the students in the program are from outside COB. They are now proposing to create an 18-credit Minor.
  Some Senators commented on the innovative nature of the program.
  Vote: 22/22 in favor. Motion passes.

• UCC 285 Certificate in Statistics – Hirotachi Abo, Attach. #7
  The proposal is to add the online option designation.
  Vote: 21/22 in favor, 1/22 against. Motion passes.

• Faculty Affairs - FSH 3500 – Chantal Vella, Attach. #8
Chantal Vella introduced the purpose and scope of the recent work by FAC on FSH 3500, which was twofold: 1. Adopt the changes made in May 2021 through emergency policies (see FSH D-1.b on optional Covid impact statement and D-2.e.4 for external review and extension); 2. Extensive revisions in response to feedback from faculty and administrators. Chantal proceeded to cover the most substantial ones. In B-5 and B-6, language was added concerning confidentiality and recusal. C-4.f was modified to improve fairness in the process of asking for an extension of the timeline. D-2.e states that external peer review is not conducted for non-tenure-track faculty with less than 5% of Scholarship and Creative Activities in their position description. There is also added language on extension faculty to be consistent with D-2.e.4. Revisions include E-1.b Basis for Evaluation, which removes feedback from staff and students.

Discussion:
Senators commented and/or requested clarification mostly on:
- What may constitute a conflict of interest. The definition is in FSH 6240. Whether the relationship and/or work arrangement fall within FSH 6240, a committee member who believes they cannot make an impartial decision can recuse themselves.
- If the names of the committee members are not known to the candidate, how can the candidate determine whether there is a potential conflict? The names of the committee members can be requested by the candidate at any time (E-1.7).
- C-4.f Procedure for Requesting an Extension. The proposed addition is to ensure fairness to faculty who request the extension.
- Per D-2 the committee must have the materials a minimum of five days before they meet. Could this timing be too tight? No, because the committee does not have to meet five days after receiving the materials if they need more time.
- Why remove feedback from students and staff? Faculty Affairs thought that it is best not to include feedback from individuals who do not have access to the dossier.
- Choice of peer institutions (D-2.e). Do we need language to provide guidance? Should external reviewers be selected from peer or aspirational institutions? Vice Provost Kelly-Riley noted that reviewers should be selected by expertise in the candidate’s field, not by their affiliation. This could potentially be addressed in the Provost Guidance.
- The timeline for the entire process seems long. The Provost went over the various steps from the unit level to the university level committee, where a large number of packets has to be reviewed (68 this year). Suggestions for streamlining the process are welcome.
- Why is there a requirement that external reviewers must be tenured? This prevents, for instance, members of national laboratories from serving as reviewers. The tenured status ensures the appropriate level of expertise. Furthermore, a clear prescription of where to draw the line may avoid future problems and confusion.
- What if there is inconsistency of requirements at the various committees? The university and college requirements are very general. If a discrepancy exists, FSH takes priority.

At the end of the Q&A, Senators were satisfied with the proposed version of FSH 3500 and were ready to vote.
Vote: 20/22 in favor, 2/22 against. Motion passes.

Other Announcements and Communications:
- Temporary Emergency Policy Proposal: Scientific Misconduct Committee – Russ Meeuf, Attach. #9
In response to an usually 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. Vote: 21/21 in favor. Motion passes.

- *APM 35.11 Biohazard Safety, Attach. #10
  APM items are informational only. If there are any questions, please contact the policy sponsor/originator.

**New Business:**
No new business was raised by Senators. Chair Meeuf gave a brief overview of future issues FSL is planning to bring forward. The work of the sub-committee on SET chaired by Alistair is coming along and will soon bring to Senate proposed revisions to FSH 2700. The Anti-Bullying Policy continues to circulate and gather feedback. We will revisit the issue of admission standards in view of state requirements.

**Adjournment:**
The agenda being completed, Chair Meeuf adjourned the meeting at 4:49pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
30: DEPARTMENT OF MEDICAL EDUCATION

In Workflow
1. 186 Chair (fuerst@uidaho.edu)
2. 14 Curriculum Committee Chair (jeffreys@uidaho.edu)
3. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
   Peter Fuerst (fuerst): Approved for 186 Chair
2. Wed, 22 Sep 2021 21:25:34 GMT
   Jeffrey Seegmiller (jeffreys): Approved for 14 Curriculum Committee Chair
3. Fri, 17 Dec 2021 19:30:21 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
4. Wed, 22 Dec 2021 22:01:09 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Thu, 20 Jan 2022 15:58:11 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
6. Wed, 26 Jan 2022 18:35:17 GMT
   Steve Stubbs (sstubbs): Approved for UCC

New Proposal
Date Submitted: Wed, 07 Jul 2021 17:23:07 GMT
Viewing: Department of Medical Education
Last edit: Wed, 22 Dec 2021 20:57:38 GMT
Changes proposed by: Peter Fuerst

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Fuerst</td>
<td><a href="mailto:fuerst@uidaho.edu">fuerst@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type
Add/Drop a Department/School/Unit/College

Effective Catalog Year
2022-2023

Title
Department of Medical Education

Request Details
WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

We are seeking to better align the organization structure of WWAMI with University of Idaho policy. To do so we propose to establish a Department of Medical Education within WWAMI. This will help to streamline and clarify our administration tasks. We do not anticipate a cost apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.
Attach State Form
WWAMI Department of Medical Education1.docx

Supporting Documents
WWAMI ORG.pdf

Key: 30
**Idaho State Board of Education**

Proposal for Academic Degree and Certificate Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>Institution Submitting Proposal: University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division: WWAMI Medical Education Program</td>
<td></td>
</tr>
<tr>
<td>Name of Department(s) or Area(s): NA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Name of the Program:</th>
<th>Department of Medical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Date:</td>
<td>7/1/2022</td>
</tr>
<tr>
<td>Degree Information:</td>
<td>Degree Level: Graduate Degree Type: MD</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
<td>Current WWAMI mix of CIP codes</td>
</tr>
<tr>
<td>Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.</td>
<td>Current delivery modality</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
<td>Location(s)</td>
</tr>
<tr>
<td>Region(s)</td>
<td>WWAMI sites</td>
</tr>
<tr>
<td>Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)</td>
<td>Self-Support fee</td>
</tr>
<tr>
<td>Indicate (X) if the program is: (Consistent with Board Policy III.Z.)</td>
<td>Regional Responsibility</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
<th>Vice President for Research (Institution; as applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean or other official (Institution; as applicable)</td>
<td>Date</td>
<td>Academic Affairs Program Manager, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>FVP/Chief Fiscal Officer (Institution)</td>
<td>Date</td>
<td>Chief Financial Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>Provost/VP for Instruction (Institution)</td>
<td>Date</td>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
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</table>

Institutional Tracking No. ____________________________
Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

   We are seeking to better align the organization structure of WWAMI with University of Idaho policy. To do so we propose to establish a Department of Medical Education within WWAMI. This will help to streamline and clarify our administration tasks. We do not anticipate a cost apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.

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

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      The University of Idaho faculty and staff handbook sets out policies in several areas such as hiring, promotion and tenure. The guidelines are designed with University Colleges and Departments in mind. WWAMI, however, is not recognized as a College and currently does not have departments. Because of the current structure, ad hoc policies must be generated to guide WWAMI functions (e.g., deciding how to structure a faculty promotion and tenure committee). Each situation requires consultation with the Office of the Provost and Executive Vice President, which results in consistent time sink can and significant delays, which can be reduced. The WWAMI program, and the University, will be able to benefit from the work already done to establish the student and faculty handbook by establishing a Department of Medical Education.

   b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/interest from inside and outside of the institution.

      NA

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

      NA
3. **Program Prioritization**  
Is the proposed new program a result of program prioritization?

Yes_____ No__X__

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**  
Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

   NA

5. **Affordability Opportunities**  
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

   NA
Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

   NA

<table>
<thead>
<tr>
<th>Instit.</th>
<th>Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FY__</td>
<td>FY__</td>
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</table>

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   NA

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

   NA

<table>
<thead>
<tr>
<th>Proposed Program: Projected Enrollments and Graduates First Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name:</td>
</tr>
<tr>
<td>Projected Fall Term Headcount Enrollment in Program</td>
</tr>
<tr>
<td>Projected Annual Number of Graduates From Program</td>
</tr>
<tr>
<td>FY__ (first year)</td>
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<tr>
<td></td>
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</tbody>
</table>
9. **Describe the methodology for determining enrollment and graduation projections.**  
Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

NA

10. **Minimum Enrollments and Graduates.**  
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?
    
    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

NA

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

NA

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

NA

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes____ No_____  

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

NA

14. **Three-Year Plan:** If this is a new proposed program, is it on your institution’s approved 3-year plan?

Yes ___ No ___ X____  

If yes, proceed to question 15. If no:
a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is important for meeting your institution’s regional or statewide program responsibilities.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to a specific industry need or workforce opportunity.</td>
<td></td>
</tr>
<tr>
<td>The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.</td>
<td></td>
</tr>
<tr>
<td>There is a contractual obligation or partnership opportunity related to this program.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to accreditation requirements or recommendations.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to recent changes to teacher certification/endorsement requirements.</td>
<td></td>
</tr>
</tbody>
</table>

b. Provide an explanation for all statements you selected.

NA

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

15. Curriculum. Provide descriptive information of the educational offering.

There will be no change to the curriculum

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in required courses offered by the department (s) offering the program.</td>
<td></td>
</tr>
<tr>
<td>Credit hours in required courses offered by other departments:</td>
<td></td>
</tr>
<tr>
<td>Credit hours in institutional general education curriculum</td>
<td></td>
</tr>
<tr>
<td>Credit hours in free electives</td>
<td></td>
</tr>
<tr>
<td>Total credit hours required for degree program:</td>
<td></td>
</tr>
</tbody>
</table>

b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.
c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

16. **Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.**

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

   NA

17. **Assessment plans.**

   a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

   NA

**Resources Required for Implementation – fiscal impact and budget.**
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

   Existing resources will be used including offices, equipment, and salary. There will be no change in expenses.

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

   The new Department will not reduce space/resource options for the other WWAMI programs and students; however, it may provide additional resources (e.g., grant funding, equipment) to other WWAMI programs and our students that would otherwise not be available.

   c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.
19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

NA

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

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

20. **Faculty/Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

A current Associate Dean will be assigned as the department chair. There will be no increase in salary or expenses.

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

Existing infrastructure will accommodate the new Department. There will be no additional staff, faculty or salary associated with the change.

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

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

21. **Revenue Sources**

NA

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

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

c) **Non-ongoing sources:**
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends?
   
   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

  d) **Student Fees:**
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
   
   ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

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

   **NA: no change to budget**

   - 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).
# 31: DEPARTMENT OF MEDICAL RESEARCH

## In Workflow
1. 186 Chair (fuerst@uidaho.edu)
2. 14 Curriculum Committee Chair (jeffreys@uidaho.edu)
3. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path
1. Wed, 22 Sep 2021 18:43:46 GMT
   Peter Fuerst (fuerst): Approved for 186 Chair
   Jeffrey Seegmiller (jeffreys): Approved for 14 Curriculum Committee Chair
3. Fri, 17 Dec 2021 19:30:24 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
4. Wed, 22 Dec 2021 22:01:12 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Thu, 20 Jan 2022 15:58:21 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
6. Wed, 26 Jan 2022 18:35:20 GMT
   Steve Stubbs (sstubbs): Approved for UCC

## New Proposal
Date Submitted: Wed, 07 Jul 2021 17:23:53 GMT

### Viewing: Department of Medical Research
Last edit: Wed, 07 Jul 2021 17:23:52 GMT
Changes proposed by: Peter Fuerst

#### Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
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<tbody>
<tr>
<td>Peter</td>
<td>Fuerst</td>
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#### Request Type
Add/Drop a Department/School/Unit/College

#### Effective Catalog Year
2022-2023

#### Title
Department of Medical Research

#### Request Details
WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

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#### Attach State Form
WWAMI Department of Medical Research.docx
Supporting Documents
WWAMI ORG.pdf
Key: 31
Idaho State Board of Education
Proposal for Academic Degree and Certificate Program

| Date of Proposal Submission: |  
| Institution Submitting Proposal: University of Idaho |  
| Name of College, School, or Division: WWAMI Medical Education Program |  
| Name of Department(s) or Area(s): NA |  
| Official Name of the Program: Department of Medical Research |  
| Implementation Date: 7/1/2022 |  
| Degree Information: Degree Level: NA | Degree Type: NA |  
| CIP code (consult IR /Registrar): Current WWAMI mix of CIP codes |  
| Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.: NA |  
| Geographical Delivery: Location(s) Moscow Region(s) WWAMI sites |  
| Indicate (X) if the program is/has: (Consistent with Board Policy V.R.) Self-Support fee Professional Fee Online Program Fee |  
| Indicate (X) if the program is: (Consistent with Board Policy III.Z.) Regional Responsibility X Statewide Responsibility |  

Indicate whether this request is either of the following:
- ☐ New Degree Program
- ☐ Consolidation of Existing Program
- ☐ Undergraduate/Graduate Certificates (30 credits or more)
- ☐ New Off-Campus Instructional Program
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Page 1
Revised July 1, 2020
Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

**Rationale for Creation or Modification of the Program**

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

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   WWAMI has a significant wing devoted to medical research and outreach programming. Establishing a department of medical research will increase the competitiveness of research-intensive grant proposals, while also further supporting our outreach programming. Specifically, federal grants submitted by WWAMI faculty are often submitted as “College of Education, School of Education, Adult, career and Technology education” and would be better served with a medical department delineation.

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

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

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   b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from...
inside and outside of the institution.

NA

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

NA

3. **Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes_____ No__ X__

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

NA

5. **Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

NA
Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

<table>
<thead>
<tr>
<th>Instit.</th>
<th>Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FY__</td>
<td>FY__</td>
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</tbody>
</table>

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

NA

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

NA

<table>
<thead>
<tr>
<th>Proposed Program: Projected Enrollments and Graduates First Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name:</strong></td>
</tr>
<tr>
<td><strong>Projected Fall Term Headcount Enrollment in Program</strong></td>
</tr>
<tr>
<td><strong>Projected Annual Number of Graduates From Program</strong></td>
</tr>
<tr>
<td>FY__ (first year)</td>
</tr>
</tbody>
</table>
9. **Describe the methodology for determining enrollment and graduation projections.**
   Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   NA

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

   NA

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

   NA

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

   NA

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

    Will this program lead to certification?

    Yes_____ No_____

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

    NA

14. **Three-Year Plan:** If this is a new proposed program, is it on your institution’s approved 3-year plan?

    Yes ___ No X

    If yes, proceed to question 15. If no:
a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is important for meeting your institution's regional or statewide program responsibilities.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to a specific industry need or workforce opportunity.</td>
<td></td>
</tr>
<tr>
<td>The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.</td>
<td></td>
</tr>
<tr>
<td>There is a contractual obligation or partnership opportunity related to this program.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to accreditation requirements or recommendations.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to recent changes to teacher certification/endorsement requirements.</td>
<td></td>
</tr>
</tbody>
</table>

b. Provide an explanation for all statements you selected.

NA

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

There will be no change to the curriculum

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in required courses offered by the department(s) offering the program.</td>
<td></td>
</tr>
<tr>
<td>Credit hours in required courses offered by other departments:</td>
<td></td>
</tr>
<tr>
<td>Credit hours in institutional general education curriculum</td>
<td></td>
</tr>
<tr>
<td>Credit hours in free electives</td>
<td></td>
</tr>
<tr>
<td>Total credit hours required for degree program:</td>
<td></td>
</tr>
</tbody>
</table>

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.
c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

16. **Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.**

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

   NA

17. **Assessment plans.**

   a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

   NA

**Resources Required for Implementation – fiscal impact and budget.**

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

   Existing resources will be used including offices, equipment, and salary. There will be no change in expenses.

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

   The new Department will not reduce space/resource options for the other WWAMI programs and students; however, it may provide additional resources (e.g., grant funding, equipment) to other WWAMI programs and our students that would otherwise not be available.

   c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.
19. **Library and Information Resources**: Describe adequacy and availability of library and information resources.

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

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

20. **Faculty/Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

A current Associate Dean will be assigned as the department chair. There will be no increase in salary or expenses. Research Methods (MEDS 517, MedSci 501) already exist in the curriculum; no additional courses will need to be created and instructional capacity will not be negatively impacted.

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

Existing infrastructure will accommodate the new Department. There will be no additional staff, faculty or salary associated with the change.

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

NA

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

NA

21. **Revenue Sources**

NA

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

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

c) Non-ongoing sources:
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends?
   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

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

   NA: no change to budget

   • Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
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Page 11
Revised July 1, 2020
32: DEPARTMENT OF CLINICAL MEDICINE

In Workflow
1. 186 Chair (fuerst@uidaho.edu)
2. 14 Curriculum Committee Chair (jeffreys@uidaho.edu)
3. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
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Date Submitted: Wed, 07 Jul 2021 17:25:15 GMT
Viewing: Department of Clinical Medicine
Last edit: Wed, 22 Dec 2021 20:57:51 GMT
Changes proposed by: Peter Fuerst

Faculty Contact

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<tr>
<td>Name of College, School, or Division:</td>
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<tr>
<td>Name of Department(s) or Area(s):</td>
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<tr>
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<td>7/1/2022</td>
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<td>Degree Information:</td>
<td>Degree Level: Graduate, Degree Type: MD</td>
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<td>Current WWAMI mix of CIP codes</td>
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   b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/interest from inside and outside of the institution.

      NA

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

      NA
3. **Program Prioritization**
   Is the proposed new program a result of program prioritization?

   Yes_____ No__X__

   If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**
   Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

   NA

5. **Affordability Opportunities**
   Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

   NA
Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

NA

<table>
<thead>
<tr>
<th>Instit.</th>
<th>Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FY__ FY__ FY__ FY__ (most recent)</td>
<td>FY__ FY__ FY__ FY__ (most recent)</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

NA

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

NA

<table>
<thead>
<tr>
<th>Proposed Program: Projected Enrollments and Graduates First Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name:</strong></td>
</tr>
<tr>
<td>Projected Fall Term Headcount Enrollment in Program</td>
</tr>
<tr>
<td>FY__ (first year) FY__ FY__ FY__ FY__</td>
</tr>
<tr>
<td>FY__ (first year) FY__ FY__ FY__ FY__</td>
</tr>
</tbody>
</table>
9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

NA

10. Minimum Enrollments and Graduates.
   a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

   NA

   b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

   NA

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

NA

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

NA

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No_____  

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

NA

14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?

   Yes ____ No  X____

   If yes, proceed to question 15. If no:
a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is important for meeting your institution’s regional or statewide program responsibilities.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to a specific industry need or workforce opportunity.</td>
<td></td>
</tr>
<tr>
<td>The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.</td>
<td></td>
</tr>
<tr>
<td>There is a contractual obligation or partnership opportunity related to this program.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to accreditation requirements or recommendations.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to recent changes to teacher certification/endorsement requirements.</td>
<td></td>
</tr>
</tbody>
</table>

b. Provide an explanation for all statements you selected.

NA

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

There will be no change to the curriculum

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

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

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.
c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

16. **Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.**

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

   NA

17. **Assessment plans.**

   a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

   NA

**Resources Required for Implementation – fiscal impact and budget.**
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

   Existing resources will be used including offices, equipment, and salary. There will be no change in expenses.

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

   The new Department will not reduce space/resource options for the other WWAMI programs and students.

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

   NA
19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

   NA

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

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

20. **Faculty/Personnel resources**

   a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

   Administration responsibilities will be managed by the Clinical Medical Coordinator and Associate Directors for Clinical Education. The Clinical Medicine Coordinator will serve as the Department Chair while the Associate Director of Clinical Education will serve as the Assistant Chair. There will be no increase in salary or expenses.

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

   Existing infrastructure will accommodate the new Department. There will be no additional staff, faculty or salary associated with the change.

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

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

21. **Revenue Sources**

   NA

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

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

c) **Non-ongoing sources:**
   
i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends?

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

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

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

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

   NA: no change to budget

   • 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).
452: BUSINESS ADMINISTRATION (B.B.A.)

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. 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. Thu, 09 Sep 2021 15:11:11 GMT
   Scott Metlen (metlen): Approved for 079 Chair
2. Fri, 24 Sep 2021 00:14:11 GMT
   Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:10:12 GMT
   Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 23:18:08 GMT
   Ken Udas (kudas): Approved for Provost’s Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 12 Oct 2021 20:55:05 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
   Dwaine Hubbard (dhubbard): Approved for Registrar’s Office
8. Thu, 21 Oct 2021 19:51:38 GMT
   Steve Stubbs (sstubbs): Rollback to Provost’s Office for Ready for UCC
   Ken Udas (kudas): Approved for Provost’s Office
10. Fri, 21 Jan 2022 16:44:05 GMT
    Steve Stubbs (sstubbs): Approved for Curriculum Review
11. Fri, 21 Jan 2022 17:52:44 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Wed, 26 Jan 2022 16:45:16 GMT
    Steve Stubbs (sstubbs): Approved for Registrar’s Office
13. Fri, 28 Jan 2022 16:19:23 GMT
    David Barnes (dabarnes): Approved for Ready for UCC
14. Wed, 02 Feb 2022 16:12:32 GMT
    Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal
Date Submitted: Wed, 01 Sep 2021 16:53:22 GMT

Viewing: 452 : Business Administration (B.B.A.)

Last edit: Wed, 02 Feb 2022 16:27:47 GMT
Changes proposed by: Eric Stuen
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>Eric Stuen</td>
<td><a href="mailto:estuen@uidaho.edu">estuen@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?

Yes

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Business

Effective Catalog Year
2022-2023

Program Title
Business Administration (B.B.A.)

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
Budget—365 proposal-For SBOE.xlsx
Full-Proposal_CBE_online_degree_program.docx

CIP Code
52.0305 - Accounting and Business/Management.

Emphasis/Option CIP Code(s)

<table>
<thead>
<tr>
<th>Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.0201</td>
</tr>
<tr>
<td>52.0302</td>
</tr>
<tr>
<td>52.0804</td>
</tr>
<tr>
<td>52.1201</td>
</tr>
<tr>
<td>52.1804</td>
</tr>
</tbody>
</table>

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?
Yes

Financial Information

What is the financial impact of the request?

Greater 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

In the attached budget we describe the financial impact. Expenditures are expected to start at $427,551 in the first year, rising to a steady state of $761,723 by the fourth year. Net income is projected to start at -$84,816 in the first year rising to $645,352 by the fourth year. So, the projected financial impact is positive for both the University of Idaho and the College of Business and Economics.

Curriculum:

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 190</td>
<td>Integrated Business and Value Creation</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 143</td>
<td>College Algebra (Or higher MATH course)</td>
<td>3</td>
</tr>
<tr>
<td>STAT 251</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 301</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Choose a writing elective from the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 207</td>
<td>Persuasive Writing</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>Personal &amp; Exploratory Writing</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Business Writing</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Critical Thinking</td>
</tr>
</tbody>
</table>

Choose four of the following five certificates: 48

- [Applied Finance](https://catalog.uidaho.edu/colleges-related-units/business-economics/business/applied-finance-undergraduate-academic-certificate/)
- [Business Leadership](https://catalog.uidaho.edu/colleges-related-units/business-economics/business/business-leadership-undergraduate-academic-certificate/)
- [Enterprise Systems Integration](https://catalog.uidaho.edu/colleges-related-units/business-economics/business/enterprise-systems-integration-undergraduate-academic-certificate/)
- [Sales Management](https://catalog.uidaho.edu/colleges-related-units/business-economics/business/sales-management-undergraduate-academic-certificate/)
- [Technical Program Management](https://catalog.uidaho.edu/colleges-related-units/business-economics/business/technical-program-management-undergraduate-academic-certificate/)

Capstone Course: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 490</td>
<td>Strategic Management</td>
</tr>
</tbody>
</table>

Total Hours 75

Courses to total 120 credits for this degree
## Degree Maps:

### Fall Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 190</td>
<td>Integrated Business and Value Creation</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 143</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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**Total Hours:** 14

### Spring Term 1

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Scientific Ways of Knowing Course</strong></td>
<td>4</td>
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</tr>
<tr>
<td><strong>Humanistic and Artistic Ways of Knowing Course</strong></td>
<td>3</td>
<td></td>
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<tr>
<td><strong>American Diversity Course</strong></td>
<td>3</td>
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</table>

**Total Hours:** 16

### Fall Term 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ACCT 201</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>STAT 251</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social and Behavioral Ways of Knowing Course</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Scientific Ways of Knowing Course</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
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</tbody>
</table>

**Total Hours:** 16

### Spring Term 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ACCT 202</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanistic and Artistic Ways of Knowing Course</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>International Course</strong></td>
<td>3</td>
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<tr>
<td>Certificate Course, Major Elective Course</td>
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<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
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<td></td>
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**Total Hours:** 15

### Fall Term 3

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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
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</table>

**Total Hours:** 15

### Spring Term 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
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<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
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</table>

**Total Hours:** 15

### Fall Term 4

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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
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**Total Hours:** 15

### Spring Term 4

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 490</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
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<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
<td>2</td>
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</table>

**Total Hours:** 14

### Total Hours

**Total Hours:** 120

## 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 form before these changes will be processed.

**Geographical Area Availability**

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

**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.

a. Graduating students will recall knowledge of Accounting Principles
b. Graduating students will recall knowledge of Economics Principles
c. Graduating students will demonstrate competency in the learning objectives in each of the four certificates they choose to complete this degree. (Specific certificate learning objectives are included with the certificates).

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

Before their graduation is approved, students enrolled in the program will complete an assessment test administered by the online program director or designee of the online program director. The assessment test will include questions to assess each of the learning objectives.

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

The test results will be summarized and provided to the online program director, online program faculty, the college curriculum committee, and college administration. The online department head and curriculum committee will meet to consider the results and determine whether changes are needed to the program.

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

Scores from individual test and quiz questions, projects, and papers.

When will assessment activities occur and at what frequency?

Assessment data will be collected by each instructor each semester, and reported to the College's administration team.

**Student Learning Outcomes**

Have learning outcomes changed?

**Learning Objectives**

1. Graduating students will recall knowledge of Accounting Principles
2. Graduating students will recall knowledge of Economics Principles
3. Graduating students will demonstrate competency in the learning objectives in each of the four certificates they choose to complete this degree. (Specific certificate learning objectives are included with the certificates).

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

Employers are increasingly hiring those with online degrees, with the preference for traditional seated degrees fading rapidly. Job posting analytics provided by EMSI indicate that within Idaho, Montana, Oregon, Utah, Washington, and Wyoming there were 1,051 unique job postings between September 2016 and May 2020 in Management and Business Management. The average advertised
salary was $58,800 dollars. The top hard skills advertised were Expense Reporting, Procurement, Onboarding, Microsoft SharePoint, Event Planning, Purchasing, Budgeting, Accounting, Business Support Systems, and Microsoft OneNote. The top soft skills were Management, Communications, Detail Oriented, Microsoft Outlook, Coordinating, Microsoft Excel, Prioritizing, Leadership, Operations, and problem solving. Analysis of this data had guided the creation of our proposal. Nationally within Management and Business Management there were 135,301 jobs in 2018 with a median earnings of $88,300. This rate is expected to increase by 23.8% by 2029.

By providing the skills to allow more Idahoans to succeed in these high paying jobs we will help to support the Idaho economy and tax base while providing assurance for companies considering locating within the Gem state that the human resources they require are locally available.

Further, we will seek to coordinate with industry in Idaho, encouraging them to provide feedback on curriculum, provide adjunct and guest speakers, virtual executives in residence, and direct and indirect financial support for the program. As many Idaho companies have a footprint that exceeds the state this would allow tapping a larger target market of potential students.

Data provided by EMSI indicates that the demand for online business education is high and growing. Within the Pacific NW in 2019 there was a 161% increase in distance learning programs while non-distance offerings decreased by 33.4%. A review of 50 programs in the Pacific NW and inland west (Washington, Oregon, Idaho, Montana, Utah, and Wyoming) showed that in 2019 a total of 4,926 online degrees were completed versus 2,624 non-distance degrees, a stunning turnaround from 2012, when completion of traditional degrees was still higher than online degrees.

The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional seated degree. Within this broad target we see three specific groups of students the program will serve: 1. Nontraditional learners of all ages that want to pursue a business education that cannot move to Moscow because of work, family or cost considerations; 2. Graduates of Idaho two-year programs that are unable to move to Moscow to pursue a four year degree; 3. Students that started a seated degree at the University of Idaho but who had to leave Moscow and would like to complete their education. All targets will be a mix of full and part time.

We believe most nontraditional learners will be interested in developing specific skills to help them in their current position or business immediately. Therefore, we are building the program around certificates that require few prerequisites. Students that are interested in pursuing business education are often discouraged to learn that first they must complete two to three semesters of general course work and prereqs before learning the skills they seek. By removing this obstacle students will see an immediate impact on their professional qualifications, employability, competency, and productivity. Motivated students can complete at least a certificate each semester. With successful completion of a certificate we believe students will enroll in additional certificates, eventually adding up to the full B.A. degree. This nontraditional pathway to success will be we believe very popular among pragmatic, skill focused individuals. Further this pathway model differentiates this program from other offerings in the state, limiting duplication.

Because most working adults in Idaho lack a post-secondary degree yet are employed in business in some form, the target market is large. Most of these individuals are gainfully employed and we believe will respond to the opportunity to increase their business and management skills. According to the U.S. Census Bureau, 90.8% of Idaho residents aged 25+ have a high-school degree (with many of those having completed some college), but only 27.6% have completed a bachelor's degree. This target market of adults 25 and older with a high-school degree and some college significantly exceeds the number of high-school graduates each year (approximately 20,000). By eliminating the distance barrier, we believe we can significantly increase the delivery of business degrees in Idaho.

Education in Business Administration improves the productivity and efficiency of businesses of all types. This will result in growth in the economy of Idaho and the tax base, and the individuals completing the program will find their earning power significantly increased. This in turn will allow them to improve their quality of life and standard of living. Some will move from low paying jobs to ones that provide benefits such as health care reducing the pressure on the state to provide this benefit. By supporting the program, companies in Idaho will be able to develop their own managers within our borders rather than needing to induce employees to move in from outside the state. Some will develop the skills and confidence to start their own businesses. Further, non-traditional students with children, by modeling to their children the importance of post-secondary education, could help improve the Idaho high school go-on rate. Indeed, non-traditional learners report few lessons are more powerful to their children than seeing them doing homework.

Finally, to complete the degree students will complete the state board core, leading to citizens with a better understanding of the arts, culture, history, and science.

The budget includes hiring faculty and staff members who would deliver the entire curriculum of the new program. There would be no added workload for existing faculty in the CBE, except in rare cases where a faculty member chooses to teach in the program on overload.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Tue, 12 Oct 2021 19:34:30 GMT): Created and added Degree Map.

Dwayne Hubbard (dhubbard) (Fri, 15 Oct 2021 16:48:11 GMT): Added credit total at the end of the curriculum


Mary Stout (mstout) (Thu, 21 Oct 2021 22:21:53 GMT): Uploaded the SBOE proposal form and budget in order for the request to move forward. Pending review by VProv Udas

Ken Udas (kudas) (Fri, 21 Jan 2022 15:31:59 GMT): Approved budget is subject to modification and continuing funding subject to meeting enrollment targets. Budget model under continued consideration.

Key: 452

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
Communication to: University of Idaho’s Faculty Senate and Staff Council

Subject: University of Idaho Safety Culture

The University Safety and Loss Control Committee asks Faculty Senate and Staff Council for a renewed commitment to support the university safety culture. Please share this message out to the university community. Supervisors, deans and directors are asked to remind everyone of the importance of safety as a core value in everything we do at the university. Our students, staff and faculty are our most important resource, and collectively we must ensure a safe and healthy work environment for all. A strong safety culture is self-sustaining, with less money spent on losses, insurance, and compliance penalties, and more funds available for research, curriculum, and programs.

Safety is a core value of the university and depends on leading by example. Effective safety communications from the top down not only enhances the ability of each person to recognize the need to work safely, but also helps them understand how to work safely and assess hazards. The university administration established the Environmental Health and Safety unit (EHS) to develop and manage a variety of safety programs and work collaboratively with all university units in Moscow and around the state of Idaho. University policies pertaining to safety programs are in APM Chapter 35. Your engagement in and promotion of the safety culture within your units are vital to maintain a safe and healthy working and learning environment.
POLICY COVER SHEET

For instructions on policy creation and change, please see https://sitecore.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 X Revision**
- **Deletion**
- **Emergency**
- **Minor Amendment**

**Policy Number & Title:** 1640.46 ARTS COMMITTEE

### 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:** Committee on Committees

**Policy Sponsor, if different from Originator:** Shawn Copeland (Chair, Arts Committee)

**Reviewed by General Counsel:** Yes  x  No  Name & Date:

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

   There are two main reasons for these changes: first, to include the administrative role the committee has had for years re the Student Arts Fee Grant (the proposed A-5), and an expanded structure to facilitate the full functioning of the committee (A-1) and in keeping with the university’s Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).

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.

   January 1
ARTS COMMITTEE

A. FUNCTION:

A-1. To advise the University administration regarding the management of the University arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2. To serve in an advisory capacity for future needs and developments regarding the arts, including, but not limited to: expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3. To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the University administration.

A-4. To advocate for the arts through endeavors that advance arts education on campus, and through community outreach and enrichment, in the effort of increasing the University of Idaho's reputation as a leading cultural center in the Northwest.

A-5. To oversee the Student Arts Fee Grant program, including but not limited to soliciting and reviewing proposals and working with the Office of the Provost to ensure timely distribution of funds to successful applicants.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and four-seven ex-officio (non-voting) members to include one-two administrators designated by the president (where these individuals must represent separate colleges or schools), Director of University Galleries, or designee, the University Arts Administrator, a University administrator in the arts, a representative from the UI Foundation, a representative from Facilities Management, a representative from Special Collections of the UI Library, and the City of Moscow Arts Program manager, or designee.
POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**
- ☐ Addition
- ☑ Revision*
- ☐ Deletion*
- ☐ Emergency
- ☐ Minor Amendment

Chapter & Title: 1640.14 Institutional Biosafety Committee

**Administrative Procedures Manual (APM)**
- ☐ Addition
- ☐ Revision*
- ☐ Deletion*
- ☐ Emergency
- ☐ Minor Amendment

Chapter & Title: ____________________________________________

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

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**Originator (see FSH 1460 C)**

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<td>Megan Grennille</td>
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<tr>
<td>208-885-4054</td>
<td><a href="mailto:mgrennille@uidaho.edu">mgrennille@uidaho.edu</a></td>
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**Policy Sponsor, if different from Originator**

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<td>Chris Nomura, VPORED</td>
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Reviewed by General Counsel  
- X Yes  
- No  

| Name & Date: | Manisha Wilson | 10/1/21 |

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**1. Policy/Procedure Statement:**

Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

This FSH 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 FSH 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.

APM 35.11 is related to this APM and is currently in the revision process. 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.

If not a minor amendment forward to: ____________________________________________
A. FUNCTION. On behalf of the University, the Institutional Biosafety Committee (IBC) is responsible for:

A-1. Reviewing and approving the use of potentially biohazardous material, research, including infectious agents (humans, plants, animals) or biological agents with potential harm to the environment, recombinant DNA activities in research or teaching activities conducted at or sponsored by the institution for compliance with governmental agency requirements, including NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and federal regulations promulgated by the CDC and USDA related to select agents and toxins, Select Agent Regulations, the NIH Guidelines, and other appropriate best practices. As appropriate consultants may be utilized to assist the IBC. (See NIH Guidelines section IV-B-2-b-1 and University Biosafety Policy APM 35.11, Biohazard Safety)

A-2. Notifying the Principal Investigator of the results of the IBC’s review and approval. (See NIH Guidelines section IV-B-2-b-2)

A-3. Lowering containment levels for certain experiments as specified in NIH Guidelines section III-D-2-a, Experiments in which DNA from Risk Group 2, Risk Group 3, Risk Group 4, or Restricted Agents is Cloned into Nonpathogenic Prokaryotic or Lower Eukaryotic Host-Vector systems. (See NIH Guidelines section IV-B-2-b-3)

A-4. Setting containment levels as specified in NIH Guidelines Sections III-D-4-b, Experiments Involving Whole Animals, and III-D-5, Experiments Involving Whole Plants. (See NIH Guidelines section IV-B-2-b-4)

A-5. Periodically reviewing recombinant DNA research and potentially infectious material research conducted at the institution to ensure compliance with the NIH Guidelines and BMBL best practices. These reviews occur every three years, or more often as deemed necessary by the IBC. (See NIH Guidelines section IV-B-2-b-5)

A-6. Adopting emergency plans covering accidental spills and personnel contamination resulting from potentially infectious material and recombinant DNA research. (See NIH Guidelines section IV-B-2-b-6)

A-7. The IBC also serves as an advisory body to the Vice President for Research and Economic Development for biohazardous research activities.

B. STRUCTURE. The IBC is a faculty–chaired committee. In accordance with NIH Guidelines, the IBC must comprise five members so selected so that they collectively have experience and expertise in recombinant DNA technology, and the capability to assess the safety of recombinant DNA research, and the capability to identify any potential risk to public health or the environment. These members are nominated by the Vice President for Research and Economic Development.

Two members of the committee serve as standing members of the committee as part of their job role: 1) The Biosafety Officer, 2) The Chief Research Compliance Officer, and 3) Attending The Campus Veterinarian. At least two members shall not be affiliated with the University (apart from their membership on the IBC) and shall represent the interest of the surrounding community with respect to health and protection of the environment. The IBC shall include at least one individual with expertise in plant, plant pathogen, or plant pest containment principles when experiments utilizing the Appendix Associated with Plant Research are conducted. (See NIH Guidelines Physical and Biological Containment...
for Recombinant DNA Research Involving Plants, require prior approval by the IBC. The IBC shall include at least one scientist with expertise in animal containment principles when experiments utilizing Appendix Q of the NIH Guidelines, Physical and Biological Containment for Recombinant DNA Research Involving Animals, require IBC prior approval. When the institution conducts recombinant DNA research at BL3, BL4, or Large Scale (greater than 10 liters), a Biosafety Officer is mandatory and shall be a member of the IBC.

In order to ensure the competence necessary to review and approve research protocols, every effort is made to ensure that the committee also includes members with expertise in infectious materials, biological safety, physical containment, a person knowledgeable in institutional commitments and policies, applicable law, standards of professional conduct and practice, and a member of the laboratory technical staff.

When changes in NIH guidelines require change in committee structure, such changes will become effective at the time required by Federal law. To provide the necessary expertise and continuity of operation, members may serve consecutive three-year terms.

The Responsible Official (RO) who is the Vice President for Research and Economic Development may remove and replace a committee member at any time when the RO has determined that the member is unwilling or unable to perform committee member functions.

Reference: NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) April 2019
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 X Revision*  ☐ Deletion*  ☐ Emergency  ☐ Minor Amendment
Policy Number & Title: FSH 1640.77 SCIENTIFIC MISCONDUCT COMMITTEE

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: Alistair Smith, Chair Committee of Committees

Policy Sponsor, if different from Originator: Chris Nomura, VPORED

Reviewed by General Counsel  Yes X No  Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
   
   In Spring 2022, an emergency change in the committee structure was needed to accommodate an increase in cases. To help minimize a future need for an emergency policy the Committee on Committees is proposing this permanent policy to adjust the existing structure to include the inclusion of three alternate members that could be called upon in times of high cases workload. The language was adjusted to account for principal and alternate members.

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.
   
   July 1
A. FUNCTION. An inquiry board (FSH 3230 E-3) formed from the members of this committee is charged with making a preliminary evaluation of the evidence and testimony of the respondent, complainant, and key witnesses to determine whether there is sufficient evidence of possible scientific misconduct to warrant an investigation. The purpose is not to determine whether scientific misconduct definitely occurred or who was responsible.

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 principal and three alternate tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate two-three tenured faculty members to one-year terms, twothree tenured faculty members to two-year terms, and two-three 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.