• Provost Lawrence called the meeting to order at 2:30pm (PT).

• Provost Lawrence read the names of those who died, as from information received by the Provost Office from December 1, 2021, through February 10, 2022. Faculty omitted will be recognized at the next University Faculty Meeting.

  Georgia Johnson  
  Professor Emerita College of Education, Health and Human Sciences  
  December 2021

  Gerd Steckel  
  Professor Emeritus, Foreign Language & Literature  
  January 2022

  Forrest Sears  
  Professor Emeritus, Theatre  
  January 2022

  Thomas Alan Place  
  Professor Emeritus, Mechanical Engineering  
  November 2021

  Shirley Medsker  
  Professor Emerita, Home Economics  
  December 2021

  Donna Hanson  
  Library  
  January 2022

• Provost Lawrence requested a moment of silence in honor of the colleagues who passed away.

• Meeting Logistics – Faculty Secretary Sammarruca  
  Secretary Sammarruca reviewed the criteria for eligible voting faculty (FSH 1520 II.1.) and the meeting protocol.
• **Quorum count:** Faculty Secretary Sammarruca
  96 voting members of the faculty were required for a quorum. 129 eligible voters were counted and thus a quorum was present.

• **Approval of minutes – Provost Lawrence**
  o The minutes of the 2021-2022 University Faculty Meeting #2 (December 8, 2021) were approved as distributed.

• **Special Orders – Faculty Senate Chair Russ Meeuf**
  o Consent Agenda – Sabbatical Leave Committee Recommendations
    There was no request to remove this item from the Consent Agenda for discussion. Approved.

  o Proposed Changes/Additions to Faculty-Staff Handbook (voting items)
    - **FSH 3500 Promotion and Tenure**
      The purpose and scope of this work by FAC on FSH 3500 are twofold: 1. Adopt the changes made in May 2021 through emergency policies (see FSH D-1.b for 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. The most substantial ones are: 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:**
      A faculty member inquired about the reasons for removing student feedback from FSH 3500 E-1.b Basis for Evaluation. As Chair Meeuf explained, FAC members felt that input from students, staff, and other members of the unit is inappropriate because it is not based on the evidence in the dossier and, thus, it is arbitrary and unverifiable. With regard to FSH D-2.e External Peer Review, stating that external review is not conducted for faculty with 5% or less responsibility for scholarship and creative activities in their position description, it was clarified that 5% refers to an average over the review period.
      Vote: 122/123 in favor; 1/123 against. Motion passes.

    - **FSH 3510 Third Year Review**
      The proposed changes are essentially to align FSH 3510 with the recently adopted changes to FSH 3500 Promotion and Tenure (see above).
      Vote: 120/120 in favor. Motion passes.

    - **FSH 1640.46 Arts Committee**
      There are two main reasons for these changes: to include the administrative role the committee has had for years regarding the Student Arts Fee Grant (the proposed A-5), and to expand the structure to facilitate the full functioning of the committee (A-1) 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).
      Vote: 117/117 in favor. Motion passes.
FSH 1640.14 Bio Safety
This policy 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).
Vote: 122/122 in favor. Motion passes.

FSH 1640.77 Scientific Misconduct
In Spring 2022, an emergency change in the committee structure was needed to accommodate the large number of cases before the committee. To minimize a future need for an emergency policy, the Committee on Committees is proposing this permanent policy to adjust the existing structure to include three alternate members that could be called upon when needed. The language was adjusted to account for principal and alternate members.
Vote: 122/124 in favor; 2/124 against. Motion passes.

Proposed Changes to the University of Idaho Catalog (voting items)

UCC 197 Music Education
Ensemble requirements apply to every music major, including music education. This is to simplify them by requiring everyone to participate in an ensemble each semester. The previous complexity created problems with the Degree Audit system. Also, the two emphases of the music education degrees (instrumental or vocal) have been removed. In this way, the students are less dispersed, and the program appears more populated and efficient, consistent with recommendations from the latest academic program prioritization.
Vote: 129/129 in favor. Motion passes.

UCC 262 Mathematics Minor
The courses to complete the minor have been available through Engineering Outreach for some time. The department seeks to formally recognize the program as available online.
Vote: 128/129 in favor; 1/129 against. Motion passes.

UCC 109 Film and Television Studies
This change removes “Studies” from the program name to best communicate the production-oriented nature of the degree, whereas some programs use the term “film studies” to indicate a degree focused on history and theory.
Vote: 128/129 in favor; 1/129 against. Motion passes.

UCC 285 Certificate in Statistics
The proposal is to add the online option designation.
Vote: 128/129 in favor; 1/129 against. Motion passes.

UCC 464 Nutrition Minor
The School of Family and Consumer Sciences is proposing a nutrition minor in response to requests from many different departments on campus. It will be a great option for people in exercise, sport, health sciences, medical sciences, and those who want to go into a human service field without focusing on nutrition. Everything in the minor has already been taught and offered by the department, so additional workload will be minimal.
Votes: 129/129 in favor. Motion passes.

UCC 445 Business Leadership Certificate
This is part of the online bachelor’s in the Business Administration program that CBE is launching. It can be taken stand-alone or stacked with other certificates for this bachelor’s program. It is intended for non-traditional working students who seek management knowledge and credentials. The focus of the certificate is on teaching leadership principles combined with some accounting and financial knowledge of companies and some rudimentary data analysis and visualization.

Vote: 120/126 in favor; 6/126 against. Motion passes.

- **UCC 454 Entrepreneurship Minor**
  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.

  Vote: 120/126 in favor; 6/126 against. Motion passes.

- **UCC 452 Business Administration (B.B.A.)**
  This program will provide the skills to allow more Idahoans to succeed in high paying jobs. Thus, it will benefit the Idaho economy while providing assurance for companies considering locating within the state that the human resources they need are locally available. 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 degree. The budget includes hiring faculty and staff members who would deliver the entire curriculum of the new program.

  Vote: 122/126 in favor; 4/126 against. Motion passes.

- **UCC 41 Regulation J-3-b addition**
  The proposal is to make COMM 101 a three-credit course, which aligns U of I with all other institutions in the state.

  Vote: 116/120 in favor; 4/120 against. Motion passes.

- **UCC 42 Regulation J-3-c addition**
  This is to add GEOL 212 to Scientific Ways of Knowing.

  Vote: 118/120 in favor; 2/120 against. Motion passes.

- **UCC 364 Wildlife Sciences (B.S.)**
  The proposal is to change the name from Wildlife Resources to Wildlife Sciences, which better reflects what is done in the department. Also, three emphasis areas have been added.

  Vote: 115/119 in favor; 4/119 against. Motion passes.

- **UCC 472 Wildland Fuel and Fire Technology (A.S.)**
  This is one of the three parallel Associate of Science degrees that are being proposed, with the addition of Gen Ed courses to meet institutional requirements. The Associate of Science in Wildland Fuels and Fire Technology will provide students with a hands-on and in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfire.

  Vote: 116/119 in favor; 3/119 against. Motion passes.

- **UCC 461 Forest Operations and Technology (A.S.)**
The University of Idaho is uniquely positioned to help meet high demand for a skilled forest operations workforce. Our forestry program has been training foresters for over 100 years and we have considerable expertise in forest operations and the application of new technologies. Vote: 114/119 in favor; 5/119 against. Motion passes.

- UCC 460 Forest Nursery Management and Technology (A.S.)
  The University of Idaho is uniquely positioned to help meet the state’s high demand for a skilled forest nursery workforce.
  Vote: 115/119 in favor; 4/119 against. Motion passes.

- UCC 30 Department of Medical Education
  WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho, since nearly 50 years. They are seeking to better align the organizational structure of WWAMI with University of Idaho policy. To that end, they propose to establish a Department of Medical Education within WWAMI. This will help streamline and clarify administration tasks. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program.
  Vote: 113/118 in favor; 5/118 against. Motion passes.

- UCC 31 Department of Medical Research
  Same motivation as for establishing a Department of Medical Education within WWAMI.
  Vote: 111/118 in favor; 7/118 against. Motion passes.

- UCC 32 Department of Clinical Medicine
  The difference between this department and the other two departments discussed above is that members in this unit are practicing physicians working in hospitals in the community, so our students will work with patients in area hospitals, which is different from undergraduate Medical education.
  Vote: 113/118 in favor; 5/118 against. Motion passes.

- Administrative Procedures Manual (Informational Items – no vote)
  - APM 35.11 Biohazard Safety

This concluded the Special Orders part of the meeting.

- Announcements and Remarks – Provost and Executive Vice President Lawrence
  Provost Lawrence expressed appreciation for those who worked on the policy and catalog improvements that were just approved. He passed along greetings from President Green.

Legislature: The legislative session is in progress and there are many unknowns about decisions that will directly impact the University of Idaho. There was positive feedback about President Green’s presentation to JFAC and his response to some of the questions from our legislators. The Hawley-Troxell report is available to the public and it’s on the president’s webpage. The link to the report is embedded within this news article:
Having an external, independent law firm directly address many of the accusations made against the University of Idaho a year ago was a successful move.
**Budget:** we’ll keep people updated as decisions are made and we know more about CEC and related issues.

**NWCCU accreditation visit:** our accreditation visit from the Northwest Commission will be a virtual event, on April 4, 5, and 6. Announcements will be coming soon about the schedule and how people can participate. The purpose of the visit is to verify what’s in the report, evaluate us against their standards, and address any concerns they might have. There will be a faculty forum on Monday, April 4, and a faculty governance meeting with Faculty Senate on Tuesday. There will be other events to which people will be invited. If you have questions, please contact Dean Panttaja, who is coordinating the visit. For more information, visit [https://www.uidaho.edu/provost/ir/assessment-evaluation/accreditationReport](https://www.uidaho.edu/provost/ir/assessment-evaluation/accreditationReport)

**COVID:** Idaho is one of the last states to see the surge of Omicron and, therefore, one of the last to see it go down. Nevertheless, we observed a very significant decrease in all the metrics that we monitor. As mentioned in the Monday memo about COVID, we are looking at a shift towards more individual responsibility. We have very effective safety measures available; we will continue to offer vaccines; we still have a good supply of K95 masks and rapid tests. Of course, people can continue to choose whether they attend an event or not, and a number of meetings and other types of events will continue to be offered in person and via Zoom. Notifications about changes in COVID protocols should come out soon, as we see mask mandates change across the country. We will continue to monitor our local situation.

**A few events and dates to highlight:**
February is Black History Month. Everyone is encouraged to visit the recently opened exhibit at the library from the Black History Research Lab, [https://www.lib.uidaho.edu/blackhistory/](https://www.lib.uidaho.edu/blackhistory/)

Performance evaluations are due March 3 to HR for staff or to the provost office for faculty.

The Provost, together with Ombuds Laura Smyth, will host an event to reflect on the last two years. People will have a chance to meet in small groups and talk about some of the struggles they faced and share what they learned. An initial notice was sent out. Hopefully, many will be able to attend.

March 15 is the deadline to request extension of the P&T timeline or to apply for early P&T. Reach out to Vice Provost Kelly-Riley if you have any questions. The forms can be found at: [https://www.uidaho.edu/provost/faculty/tenure](https://www.uidaho.edu/provost/faculty/tenure)

Commencement is scheduled for Saturday, May 14. We opted for two ceremonies to have greater flexibility if needed. Each ceremony will have both undergraduates and graduates but for a different group of colleges. Watch for upcoming announcements.

As a final comment, the Provost expressed gratitude to the university community for their hard work over the past two years and their willingness to adapt and be flexible. Because of that, we were able to stay together as an institution and continued to fulfill our mission. While we take care of our students’ needs, we must also take care of ourselves and reach out for help if needed.
Q&A:

Will the university benefit from the state’s considerable budget surplus? **Response:** The governor’s recommended budget has significant investments both in higher education and in K through 12, but at this point we don’t know what is going to happen with the legislature. There was mention of funding for a 5% CEC increase, the largest Provost Lawrence has seen in 24 years – not to be interpreted as a potential 5% CEC increase for all employees. Traditionally, tuition increase is part of the picture, but President Green is very interested in keeping tuition where it is, if possible. We’ll know more in April.

What can we do to help faculty who are exhausted trying to accommodate student needs? **Response:** Reaching out to students who are struggling to stay engaged and connected can be very meaningful. Blaine Eckles has been doing a tour with a very interesting presentation about student needs and some of the struggles they are going through – we should make it broadly available. Faculty and staff are encouraged to continue supporting students as much as they can, with the awareness that they are not alone – resources are available to assist them in this effort.

A faculty member thanked President Green for speaking out at the legislative meeting in January, denouncing the false narratives that were being circulated. Has there been any pushback as a result of the President speaking truth to power? **Response:** Provost Lawrence was not aware on any significant pushback – there was one publication by an organization that’s been involved in these discussions. Having the independent external audit was a strong point, but we may expect more discussions about these issues.

A faculty member expressed the desire to see some options for faculty to retain mask usage in the classroom. Could the decision be left to instructors, on a class-to-class basis? It’s been a really rough two years and a lot of unnecessary stress would be created if suddenly faculty had to face health and safety issues, not just for us but our families and the people who rely on us for their wellbeing. **Response:** That’s an option we’re definitely considering – to let faculty decide whether or not to require masks in their classrooms. There are many different opinions, and we are looking for a middle ground that helps everyone move forward.

There have been many conversations, both at Senate and other groups, about how to support students and student mental health. Could we take a moment to also talk about employee mental health and the faculty and staff who are struggling with budget cuts, increased workload, and mental health issues? What resources are available for employees to reach out for help? **Response:** To begin with, the vandal care report is a way to activate university resources, [https://www.uidaho.edu/student-affairs/dean-of-students/vandalcare](https://www.uidaho.edu/student-affairs/dean-of-students/vandalcare)

Many of us think of that as a student-reporting system, but we get reports for faculty and staff as well, when a person is really struggling and needs some help. Then, we reach out in the appropriate manner. The employee assistance program offered through HR is the next step, and it is largely available online. People who used the system have reported a positive experience. Mental health resources in Idaho are very limited, so people are encouraged to reach out to the HR program. On a related note, employees who are maxed out on their annual leave may need to take a break, no matter how short. There are appropriate ways to do that, for instance using accrued sick leave. While we help others, it is important to take a moment and ask for help for ourselves. Vice Provost Kelly-Riley added that HR offers some additional online (free) counseling resources, with a variety of
options to provide support for people across the entire state. See Employee Assistance Program at https://www.uidaho.edu/human-resources/benefits/core-benefits/eap

A faculty member noted that mental health support does not have culturally competent professionals who can match the unique challenges of being in Idaho with a diverse background. We need to have a conversation about this. **Response:** Provost Lawrence agreed this is an important point and will follow up with HR.

On a related topic, a faculty member raised similar issues of cultural competence about the CTC staff. Also, waiting time for a CTC appointment can be as long as several weeks. **Response:** There is always someone for emergency care or some urgent case. It is helpful if students are clear about the urgency of their case.

The next comment was about restrictions on our language such as being requested to change the name of a panel discussion, or move a presentation to a different time of the year because we are worried about how we are perceived by the legislators. As an institution of higher education, we must take a stand. **Response:** The Provost said he is not aware of specific restrictions. We are just trying to keep moving forward and doing what’s important to us. Some of the extremism that took center stage last year, with people trying to force agendas through budget setting, seems to have diminished. In spite of those challenges, we’ve been pretty strong and moved forward with our priorities. President Green’s presentation was very effective in setting the record straight, and hopefully, we are moving in a different, more positive direction. The faculty followed up with concerns about what is or is not allowed in hiring practices, particularly the diversity statement, which is now embedded in the interview questions. The faculty expressed deep appreciation for Yolanda Bisbee’s work on this. **Response:** In regard to the diversity statement in the hiring process, we need to make sure we’re doing things consistently and in ways that are productive. To that end, we are giving some guidance through experts in that area. There is more work to do, and Yolanda Bisbee and her team are doing an amazing job.

A faculty member reported on a college initiative from the Idaho Office of Drug Policy, supported by COVID money, to look at mental health. What came up is that students’ basic needs, food and housing security, are the major source of students’ mental health issues. Some are working up to 40 hours a week and, understandably, feel burned out and do not attend classes. This faculty member’s question is about scholarships and financial aid. **Response:** Finances are one of the biggest challenges for students, impacting both mental health and getting to completion. As mentioned earlier, President Green really wants to avoid increasing tuition, so that’s one way to keep the cost down. At the same time, we’re trying to increase student support. This year we made a significant increase to those automatic scholarship levels that should hopefully help a lot of our students. Also, we launched our capital campaign in October and we will launch the next phase in October 2022. The phase that’s underway is all about student support and we are seeing great results. Increasing endowments will make a huge difference to our students. So, we’re trying to approach the issue from both sides – trying to be affordable and increasing awards and financial aid. From Blaine Eckles’ survey, it came out clearly that financial challenges are a main stressor for our students.

A faculty member wished to applaud our students. Some are going through personal identity changes while navigating the troubled waters we are in. These great students are going to come out of it and give so much to the world. **Response:** We do have amazing students and it’s great working
with them. The Provost appreciates faculty trying to adapt and be flexible – all of us are learning every day.

There were no more questions or comments.

- Adjournments
  The agenda being completed, Provost Lawrence adjourned the meeting at 4:00pm.

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty
University of Idaho

2021 – 2022 University Faculty Meeting Agenda

Meeting #3

Wednesday, February 23, 2022, at 2:30pm (PT) / 3:30pm (MT)
Zoom only

Provost and Executive Vice President Torrey Lawrence Presiding

I. Call to Order – Provost and Executive Vice President Lawrence

II. In Memoriam – Provost and Executive Vice President Lawrence

III. Meeting Logistics – Faculty Secretary Francesca Sammarruca

IV. Quorum – Faculty Secretary Francesca Sammarruca

V. Approval of Minutes (vote) – Provost and Executive Vice President Lawrence Attach. #1

VI. Special Orders–Faculty Senate Chair Russ Meeuf

• Consent Agenda (vote)
  o Sabbatical Leave Committee Recommendations Attach. #2

• Proposed Changes/Additions to Faculty-Staff Handbook (vote)
  o FSH 3500 Promotion and Tenure Attach. #3
  o FSH 3510 Third Year Review Attach. #4
  o FSH 1640.46 Arts Committee Attach. #5
  o FSH 1640.14 Bio Safety Attach. #6
  o FSH 1640.77 Scientific Misconduct Attach. #7

• Proposed Changes to the University of Idaho Catalog (vote)
  o UCC 197 Music Education Attach. #8
  o UCC 262 Mathematics Minor Attach. #9
  o UCC 109 Film and Television Studies Attach. #10
  o UCC 285 Certificate in Statistics Attach. #11
  o UCC 464 Nutrition Minor Attach. #12
  o UCC 445 Business Leadership Certificate Attach. #13
  o UCC 454 Entrepreneurship Minor Attach. #14
  o UCC 452 Business Administration (B.B.A.) Attach. #15
  o UCC 41 Regulation J-3-b addition Attach. #16
  o UCC 42 Regulation J-3-c addition Attach. #17
  o UCC 364 Wildlife Sciences (B.S.) Attach. #18
  o UCC 472 Wildland Fuel and Fire Technology (A.S.) Attach. #19
  o UCC 461 Forest Operations and Technology (A.S.) Attach. #20
  o UCC 460 Forest Nursery Management and Technology (A.S.) Attach. #21
• Administrative Procedures Manual (Informational Item – no Vote)
  o APM 35.11 Biohazard Safety Attach. #25

VII. Announcements and Remarks – Provost and Executive Vice President Lawrence

VIII. Adjournments – Provost and Executive Vice President Lawrence
* 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.
President Green called the meeting to order at 2:30pm (PT).

President Green read the names of those who died, as from information received by the Provost's Office from September 1, 2021, through December 1, 2021. Faculty omitted will be recognized at the next University Faculty Meeting.

Carl Hunt
Professor Emeritus of Animal Science
September 2021

Karel Stoszek
Professor Emeritus of Forest Resources
September 2021

Gene Gibson
Professor Emeritus of Northern District (formally District I)
October 2021

President Green requested a moment of silence in honor of the colleagues who passed away.

Meeting Logistics – Faculty Secretary Sammarruca
Secretary Sammarruca reviewed the criteria for eligible voting faculty (FSH 1520 II.1.) and the meeting protocol.

Quorum count: Faculty Secretary Sammarruca
96 voting members of the faculty were required for a quorum. 173 eligible voters were counted and thus a quorum was present.

Approval of minutes – President Green
- The minutes of the 2020-2021 University Faculty Meeting #3 (February 25, 2021) were approved as distributed.
- The minutes of the 2020-2021 University Faculty Meeting #4 (May 5, 2021) were approved as distributed.
- The minutes of the 2021-2022 University Faculty Meeting #1 (September 8, 2021) were approved as distributed.
Special Orders – Faculty Senate Chair Russ Meeuf

- Proposed Changes/Additions to Faculty-Staff Handbook (voting items)
  - **FSH 6100 Title IX Sexual Harassment**
    On July 28, 2021, a federal district court in Massachusetts issued a decision in Victim Rights Law Center et al. v. Cardona, No. 1:20-cv-11104, 2021 WL 3185743 (D. Mass. July 28, 2021). The court vacated the part of 34 C.F.R. § 106.45(b)(6)(i) that prohibits a decision-maker from relying on statements that are not subject to cross-examination during the hearing and noted that the decision applies nationwide. This policy change is to reflect a logical, fair, and common practice that permits past statements to be included and considered as part of the hearing panel’s decision-making process. This serves to improve fairness for all parties.
    Votes: 162/166 in favor; 4/166 against. Motion passes.
  - **FSH 1640.55 Information and Technology**
    Revisions are proposed in the structure and membership of the Information Technology Committee, FSH 1640-55. First, replace the Vice President for Infrastructure (a position that no longer exists) with the Vice President for Finance and Administration as a non-voting member. Second, include the Vice Provost for Digital Learning Initiatives, along with the Vice President for Information and Technology as a non-voting member, which is appropriate considering the nature of the committee functions.
    Votes: 165/168 in favor; 3/168 against. Motion passes.
  - **FSH 1565 H-2 Graduate Council**
    COGS is adjusting the handbook language to align with what is actually being done. Requiring students to be full time to be able to accept an assistantship aligns with the catalog language stating that graduate assistants need to be full time. Also, the language of “academically qualified and registered” is being replaced with “academic standing and satisfactory progress.”
    Discussion:
    Some faculty objected to the proposal citing its potential to bring significant financial hardship to graduate students. Some graduate students only have a 10-hour assistantship and, if they are non-resident, they will be responsible for the other 50% of the non-resident tuition. Basically, some graduate students will owe the university more than they earn. In response to these comments, Jerry McMurtry reiterated that the proposal aligns the catalog with what has been practiced for several years. All graduate students on assistantships have been required to enroll full-time with the intent to get them through their program as expeditiously as possible. If they are at the end of the program, they can register for finishing status and don’t have to pay out-of-state tuition or additional tuition if their study plan is complete and they only need to tighten up their thesis.
    Votes: 78/168 in favor; 90/168 against. Motion does not pass.
  - **FSH 3790 Affinity Groups**
    The goal is to make a path for affinity-based groups of faculty and staff to have some official university recognition. The U of I traditionally does not have much in the way of affinity-based groups – Athena is the only one. The policy will have a positive impact on faculty and staff recruiting and retention.
    Votes: 157/168 in favor; 11/168 against. Motion passes.
  - **FSH 3340 Performance Evaluation of Staff members (non-voting item)**
    The purpose is to revise evaluation ratings to better align with faculty ratings and thus create more consistency between staff and faculty. The main change is the introduction of two ratings, like what is done in faculty evaluations: “meets or exceeds expectations” and “needs improvement.”
Proposed Changes to the University of Idaho Catalog (voting items)

- **UCC 27 Name Change from Geography and Geological Sciences to Earth and Spatial Sciences**
  The merger of Geography and Geological Sciences followed the recent academic program prioritization. Although they are two different departments, they want to find a shared identity.
  Votes: 168/172 in favor; 4/172 against. Motion passes.

- **UCC 124 B.S. Forestry**
  This proposal adds a new Emphasis Area called "Forest Hydrology and Watershed Management." The new emphasis area is focused on forest hydrology and watershed management and provides necessary background for students to qualify for federal positions as hydrologists while retaining Society of American Foresters accreditation.
  Votes: 168/172 in favor; 4/172 against. Motion passes.

- **UCC 178 Marketing (BSBUS)**
  This is to communicate to the Idaho State Board of Education and NWCCU that the requirements for the academic program are 100% available by distance education. There is no change in workload as all the courses are currently available via distance. This request is consistent with what the program currently offers.
  Votes: 171/172 in favor; 1/172 against. Motion passes.

- **UCC 446 Sales Management Academic Certificate**
  This certificate will help students build knowledge and skills in the field of sales management. It presents the theoretical foundation to marketing, business negotiations, sales management, and develops skills in applied sales management. It is a “stand-alone” certificate (all that is needed is in the certificate).
  Votes: 166/172 in favor; 6/172 against. Motion passes.

- **UCC 448 Promotion and Digital Marketing Academic Certificate**
  This certificate is intended to provide students with the knowledge necessary to be successful in the field of promotions. It presents the theoretical foundation to marketing and an opportunity to build knowledge in the domain of promotions and digital marketing strategy. Similar to the sales certificate, this is an all-inclusive certificate.
  Votes: 166/172 in favor; 6/172 against. Motion passes.

- **UCC 301 Operations and Supply Management (B.S.)**
  Some of the courses are already available online and through distance learning, so this is to make students aware of it through the Catalog.
  Votes: 169/172 in favor; 3/172 against. Motion passes.

- **UCC 361 Rangeland Ecology and Management (B.S.) name change**
  The degree name change from Rangeland Ecology and Management to Rangeland Conservation was designed to enhance the appeal of the major to a broader community and to increase enrollment. The anticipated increase did not happen. Additionally, many employers recommended that the degree name be returned to its original form - Rangeland Ecology and Management.
  Votes: 159/163 in favor; 4/163 against. Motion passes.

- **UCC 443 Enterprise Systems Integration Certificate**
  This is part of a program of five new certificates. To make good decisions, business professionals need access to information and the skills to commit to their decisions. The courses in this certificate are intended to develop analysis and leadership skills for managers.
  Votes: 157/163 in favor; 6/163 against. Motion passes.
UCC 450 Technical Program Management Certificate
This certificate serves the purpose of combining project management with information systems and data management skills.
Votes: 158/163 in favor; 5/163 against. Motion passes.

UCC 449 Applied Finance Academic Certificate
This certificate was designed for specific constituencies: 1) place-bound nontraditional students who want to have some grounding in a range of business topics to help them advance in their jobs; 2) students who want to take their first two years at a junior college; 3) people who are looking for specific exposure in a topic area – perhaps not a degree-seeking student but someone who wants to acquire applied finance skills.
Votes: 161/163 in favor; 2/163 against. Motion passes.

UCC 137 Inactivate Interdisciplinary Studies Minor
The Interdisciplinary Minor is being discontinued because it has not been used for years – only one student has been in the program in 20 years.
Votes: 160/163 in favor; 3/163 against. Motion passes.

UCC 146 Inactivate Justice Studies Minor
This minor contains redundancies with the criminology B.S. degree. There are other minors that the department thinks will better serve the students.
Votes: 154/163 in favor; 9/163 against. Motion passes.

UCC 250 Industrial Technology (BSTECH) location availability
It is requested to make the Industrial Technology program available in Coeur d'Alene. The BSTECH degree is relevant for many of the local industries and electives may be developed specifically to meet the needs of the industries and community. The degree will be offered both at Idaho Falls and Coeur d’Alene campuses.
Votes: 161/162 in favor; 1/162 against. Motion passes.

UCC 457 Corporate Social Responsibility Certificate
This proposal is to add a certificate to provide students with a particular credential for industry jobs to supplement a variety of degrees. No additional workload is necessary.
Votes: 155/162 in favor; 7/162 against. Motion passes.

UCC 114 Fisheries Science B.S., name change and emphasis additions
The degree was previously called Fisheries Resources, from when the department was called Fish and Wildlife Resources. To provide students with additional options, emphasis areas are being added under the Fisheries Science degree, one in Conservation Law Enforcement and the other in Science and Management.
Votes: 156/162 in favor; 6/162 against. Motion passes.

UCC 363 Wildlife Sciences Minor, name change and course additions
This used to be the Wildlife Resources minor. It’s being changed to Wildlife Sciences minor. There are also some new wildlife courses – Wildlife 371 and 418.
Votes: 157/162 in favor; 5/162 against. Motion passes.

UCC 84 Conservation Biology B.S., Ecology option discontinued
Previously, this was called Ecology and Conservation Biology. A new major in Ecology and Ecosystem Science is being proposed, which will have multiple emphasis areas. Thus, the Ecology emphasis area is being removed from the Ecology and Conservation Biology major, which will just be a Conservation Biology major with no emphasis areas. The rationale is that Ecology and Conservation Biology are two different disciplines.
Votes: 158/162 in favor; 4/162 against. Motion passes.

UCC 451 Forest Nursery Management and Technology, A.A.S.
UCC 456 Wildland Fuel and Fire Technology, A.A.S.
UCC 458 Forest Operations and Technology, A.A.S.
The three items above (UCC 451, 456, 458) can be discussed together. The department has received multiple requests and comments from stakeholders about doing more for workforce development. This motivated the Applied Associate of Science (A.A.S.). The goal is to help train the workforce quickly in some specific areas of need, thus fulfilling our mission as a land-grant institution.
Votes for UCC 451: 154/164 in favor; 10/164 against. Motion passes.
Votes for UCC 456: 154/164 in favor; 10/164 against. Motion passes.
Votes for UCC 458: 153/164 in favor; 11/164 against. Motion passes.

UCC 463 Ecology and Ecosystem Science, B.S.
Joining ecology and conservation biology in a single degree (as is currently done) is negatively impacting student recruitment. CNR faculty with backgrounds in ecology have proposed a new undergraduate degree in Ecology and Ecosystem Science to meet this demand. The proposal is to drop the Natural Resource Ecology emphasis area in the ECB degree and to rename ECB “Conservation Biology.”
Votes: 158/164 in favor; 6/164 against. Motion passes.

UCC Vandal Gateway Program
The Vandal Gateway Program provides students with a cohort-based academic support program during the first two semesters of a student’s college career involving high-impact mentoring, coaching, and advising services. The mission of the Vandal Gateway Program is to provide support services to ensure student success in their college career. The proposed admission standards will have to change for the second and third year if the university standards do. Students who do not want to participate in the Vandal Gateway Program may appeal for regular admission through the Admissions Committee.
Votes: 133/165 in favor; 32/165 against. Motion passes.

UCC 185 Medical Sciences (B.S.)
This proposal only adds a chemistry class, CHEM 472, as an option under the nine credits of Biomedical Sciences.
Votes: 156/157 in favor; 1/157 against. Motion passes.

UCC 219 Exercise, Sport & Health Sciences (B.S.)
The curriculum has been updated to meet accreditation requirements as well as the varying interests of the students by allowing more flexibility to choose electives and courses that best meet their needs. Also, the 2.3 GPA requirement is being dropped because the faculty do not believe that it is necessary to be successful in the program.
Votes: 144/157 in favor; 13/157 against. Motion passes.

UCC 75 Crop Management (BSPLSC)
The recent academic program prioritization recommended to cut one of the Plant Sciences majors. The faculty decided that the Crop Management major was the one that could most easily be incorporated in the Crop Science major. Thus, the Crop Management major will be discontinued and the students in that program will be advised to move to the Crop Science major.
Votes: 153/157 in favor; 4/157 against. Motion passes.

UCC 97 English (B.A.)
This proposal is to match curriculum needs with the reality of fewer faculty. Currently, there are five emphases for the B.A. in English, and students must pick one. With the proposed revisions, students can earn a B.A. in English with a concentration.
Votes: 153/157 in favor; 4/157 against. Motion passes.
• **Administrative Procedures Manual (Informational Items)**
  - APM 05.08 University vehicle use policy
  - APM 70.02 University Travel
  - APM 50.16 Criminal Background Check Procedures
  - APM 50.21 Documenting and Addressing Unsatisfactory Performance of Classified Staff

This concluded the Special Orders part of the meeting.

• **President’s Remarks**

  The President expressed appreciation for all the work of faculty and staff to make it a successful fall semester. We faced significant challenges while maintaining high teaching and research standards and keeping our community safe. On Saturday we’ll celebrate the accomplishments of our graduates whose path ahead we helped prepare.

  This fall, we welcomed to campus 1,656 new students, our largest freshman class since 2016. Our overall enrollment increased by 4.7% and we’re seeing encouraging signs that we can continue to grow enrollment at a steady rate. We have already admitted 5,249 students for fall 2022, an increase of 36% from last year at this time. We’re also attracting high caliber students and our honors program is thriving. We’ve increased our awards to be more competitive and accessible to our best performing students.

  In October, we launched “Brave. Bold.” – the largest fundraising campaign in the history of Idaho, with its first priority to support student success. The Vandal Pride award is now $6,500 (up from $4,000) – a commitment of every year for four years. We’re exceeding our fundraising goals, and that is helping reduce financial barriers for hard-working students. We are 23% ahead of last year's fundraising totals. Last year we raised a record $54M, and this year we already raised $24M towards a goal of $55M. We’ve also raised $85M for scholarships in the current campaign – this fall John Huckabay donated $5M for WAMMI scholarships, making the WWAMI scholarship endowment the largest at $12M. We were also able to turn $500,000 from the UI Foundation match program into a million dollars of new scholarships. Overall, we’re seeing incredible success. Donors are helping ensure that financial issues do not prevent students from going to college.

  As we launched our campaign, we also celebrated a milestone with the opening of the ICC arena, a truly remarkable building. Another important addition is the Seed Potato Germplasm Center, an impressive new facility on the west side of campus – 90% of all potatoes in the country can trace their origin to the University of Idaho. The center will address important needs of the state and region by helping increase potato production and capacity for research. This fall we received a $19M NSF grant to fund the “Deep Soil Ecotron,” a one-of-a-kind facility in the world that sets us up to be a leader in an important research field. Our faculty are making an impact on the communities that we serve. Faculty in English, Human Geography, and Art Design are working on a Mellon foundation funded project, “Stories of Fire: A Pacific Northwest Climate Justice Atlas,” exploring the ways people in the Northwest are adjusting to the new realities of wildfire season. These are a few examples of the highly impactful research in every college and at our facilities across the state. While many other universities struggled during Covid, our faculty were hard at work with grant proposals, building partnerships with government and industry, and producing more online courses. Our faculty are incredible role models, as they exhibit the work ethic that employers tell us our students have. Between September 2020 and September 2021 our faculty members earned 533 awards worth more than $65 million.
We have a lot to be proud of and it's important that we share that message, especially with Idaho voters and constituents. We are working on communication and advocacy plans for the upcoming legislative session in Boise. Our goal is to demonstrate our value to the state and the difference we make by carrying out our land-grant mission. Our commitment to access and service to the citizens of Idaho has not wavered and we believe most Idahoans share these values. We are activating our network of alumni and friends to support us in the coming months. We know our story is compelling and we're optimistic that the state will agree.

The president wished everyone all the best for the holiday break and opened the floor to questions. Discussion:
Regarding the most recent results of the Great Colleges to Work for survey, a faculty noted that the two areas of largest growth were trust in senior administration and sense of community. The faculty expressed appreciation to both President Green and Provost Lawrence for their leadership. This faculty is concerned about the president of the Idaho Freedom Foundation (IFF) announcing an effort in the legislative session to cut $20M from next year’s college and university appropriations (quote from the Lewiston Tribune). Are presidents in the state and the State Board planning a defensive strategy to prevent any significant cuts to the higher education budget?
President Green recalled last year’s unsuccessful attempts to have $20M cut from higher education. Such attempts may again not go through JFAC. We need to continue to talk about the value we add to the state and correct misinformation. We are currently working on ways to show that the accusations made in the IFF report are unfounded and that some of those statements are just outright incorrect. We will continue to work very hard to make our argument to those who can be persuaded in the legislature that higher education is worth investing in. Our mission is to elevate the people of our state by giving hardworking high school students access to a world class education at the University of Idaho. Citizens of the state of Idaho have one of the best values in the nation “in their own backyard,” with world class research, teaching, and outreach. This is the message we're delivering to the legislature.

A faculty asked in which way the recently announced injunction on the vaccine mandate can be seen as good news for the university.
President Green recognized that some people in our community would welcome the mandate, while others would see it as an infringement of their personal liberties. Either path has political ramifications. We have on average $22M of federal contracts which embody many jobs. We also have several employees who would not accept a vaccine mandate. So we are in the impossible position of having to choose between keeping those contracts or firing employees who are in very good standing except for the fact that they aren't vaccinated. And then there is the legislature and the fact that the governor could have prevented us from enforcing that mandate. Potentially, we could lose $22M in contracts, perhaps including the new $19M NSF grant, which is a contract rather than a grant. From an institutional point of view, the best is to get through this phase with strong voluntary compliance without having to fire otherwise good employees or losing millions of dollars in contracts.

A faculty addressed the recent increase of Idaho Go rates from about $4,000 to around $6,000. The faculty asked where the extra money comes from and how the discount is going to impact our positive revenue.
President Green responded that they relied on leading consultants to universities on good strategic enrollment practices. Providing this discount particularly to our highest performing students will not
only improve the quality that we’re bringing to the university, but will improve our revenue profile, as those students bring additional revenue with them – such as room and board and all the auxiliary services that contribute to the university revenue. Moreover, the increased enrollment driven by the discount will offset the loss of revenue caused by it. We are confident that it’s going to be a success.

A faculty raised a concern regarding the push for R1 status. We have much higher teaching loads and enrollment caps than R1 institutions. Faculty and staff workload has increased in their department, and dealing with the pandemic requires additional efforts to support students. This faculty’s scholarship focuses on race and Latin America – among the topics targeted by the IFF and the legislature. The faculty wondered about investments that might positively affect those units that may not receive postdocs from R1 funds: in which ways can they productively contribute to R1 efforts with the resources they have, or can they expect any additional resources?

President Green responded that the research being done in CLASS is very important to R1 efforts. Every year we are making significant investments across the board. If faculty have needs for projects that contribute towards the R1 goal, they should bring them forward with their dean. R1 funds can be and have been distributed more broadly than just to the sciences, but a case needs to be made that the initiative benefits R1 efforts.

A faculty noted that in many departments staff are being asked to handle more and more. Is there a plan to avoid losing people to stress and fatigue?

President Green acknowledged that the whole community has been under stress for the last two years. With the new financial model and our increased enrollment there's money coming in the next year's budget. This will be communicated to the deans shortly, so they can start planning on where to make investments. Help should be on the way, but we still have about $32M to $34M negative net position on our balance sheet, which we can clear up over time, but we need to make progress on that. We are starting to make investments and can fill those critical positions where people are really struggling. Employees should reach out and make sure their team is aware of the problem.

Vice President Foisy added that admin assistants were included in the recent campus minimum salary adjustment from $13.38 to $15 per hour. This doesn’t cover everyone, but will bring up those admin assistants at the lower end on the pay scale. The State CEC committee report was very promising, and it requires approval from JFAC, but it looks like the recommendations could authorize a 5% CEC, subject to legislative approval. These strong recommendations, if approved, will help us in our quest to recruit and retain talented employees.

The faculty followed up with a concern: with raising the minimum wage and the growing inflation rate – expected to go up through mid-2023 – is there some kind of risk management plan if the financial situation starts to impact us negatively and we stop moving in a positive direction?

President Green noted that building a “cushion” is part of the strategies to get out of our negative net reserve position. We also have the benefit of having built some safety by entering the strategic partnership for our steam plant. Those monies are an endowment, but they give us some cushion if we need to make certain investments along the way. Our trends – both operating income and cash flow – are headed the right direction. We’re doing a lot to build in a risk-management cushion while trying to balance the needed investment with the need to relieve the stress campus is going through. We want to make the right decisions for the university for the long term. We are a long way from where we were two and a half years ago.
A faculty noted that 79% of the university student body is white, but 86% of the people who graduate are white. We are losing native and Latinx students. At the same time, the Diversity Scholars program has a 95% retention rate, which is astronomically higher than the university’s, which has been in the upper 70s over the last 10 years. What kind of commitment are we making towards improving campus climate for Latinx and native students, in particular, and what kind of support can we expect for successful diversity programs? The faculty emphasized that the students who are in these programs do better than those who are not, so these programs are doing good work. It’s the students who are not captured by those programs that are leaving at a higher rate. President Green agreed that we need to improve those numbers and thanked the faculty for collecting those data. Creating extra scholarships to attract minority students doesn’t help if we don’t get them into the right programs. With the help of Yolanda Bisbee and her team, we should figure out how to address the problem.

There were no more questions or comments.

President Green reiterated how impressed and proud he is of what the university community accomplished over the last two years.

- Adjournments
  The agenda being completed, President Green adjourned the meeting at 4:03pm.

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty
MEMORANDUM

TO: Chair, Faculty Senate  
Vice Chair, Faculty Senate  

FROM: Torrey Lawrence, Provost and Executive Vice President  
Diane Kelly-Riley, Vice Provost for Faculty  

DATE: December 7, 2021  

SUBJECT: Items for Faculty Senate (corrected)  

Please see the below table with the faculty members who were approved for a sabbatical in the 2022-2023 Academic Year.

<table>
<thead>
<tr>
<th>NAME</th>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>SABBATICAL TERM</th>
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<tr>
<td>Elizabeth Cassel</td>
<td>College of Science</td>
<td>Geography and Geological Sciences</td>
<td>2022-2023 AY</td>
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<tr>
<td>Janine Darragh</td>
<td>College of Education, Health and Human Sciences</td>
<td>Curriculum and Instruction</td>
<td>spring 2023</td>
</tr>
<tr>
<td>Matthew Fox-Amato</td>
<td>College of Letters, Arts and Social Sciences</td>
<td>History</td>
<td>spring 2023</td>
</tr>
<tr>
<td>S.J. Jung</td>
<td>College of Engineering</td>
<td>Civil and Environmental Engineering</td>
<td>fall 2022</td>
</tr>
<tr>
<td>Timothy Link</td>
<td>College of Natural Resources</td>
<td>Forest, Rangeland, and Fire Sciences</td>
<td>spring 2023</td>
</tr>
<tr>
<td>Xiaogang Ma</td>
<td>College of Engineering</td>
<td>Computer Science</td>
<td>2022-2023 AY</td>
</tr>
<tr>
<td>Arman McLeod</td>
<td>College of Letters, Arts and Social Sciences</td>
<td>Politics and Philosophy</td>
<td>spring 2023</td>
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<td>Javier Rodriguez</td>
<td>College of Letters, Arts and Social Sciences</td>
<td>Lionel Hampton School of Music</td>
<td>fall 2022</td>
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<tr>
<td>Vanessa Sielert</td>
<td>College of Letters, Arts and Social Sciences</td>
<td>Lionel Hampton School of Music</td>
<td>spring 2023</td>
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<tr>
<td>Kerri Vierling</td>
<td>College of Natural Resources</td>
<td>Fish &amp; Wildlife Sciences</td>
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<td>Lee Vierling</td>
<td>College of Natural Resources</td>
<td>Natural Resources and Society</td>
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<td>Mark Yama</td>
<td>College of Letters, Arts and Social Sciences</td>
<td>Department of Psychology and Communication</td>
<td>fall 2022</td>
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<td>Marty Ytreberg</td>
<td>College of Science</td>
<td>Department of Physics</td>
<td>2022-2023 AY</td>
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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 3500 PROMOTION AND TENURE

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

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

Originator: Chantal Vella, FAC Chair
Policy Sponsor, if different from Originator: Torrey Lawrence, Provost
Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 1/3/22

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

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

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

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

   None.

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

   None.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. INTRODUCTION. FSH 3500 contains all official University promotion and tenure procedures and supersedes any promotion or tenure procedure contained in college or unit bylaws.

A-1. Definitions.

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

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

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

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

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

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

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

A-2. Faculty Promotion.

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

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

A-3. Faculty Tenure.

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

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

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

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

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

B. GENERAL PROVISIONS.

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

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

a. Deadlines for the promotion and tenure process;

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

c. Procedures for requesting early consideration for promotion;
d. Requirements for curriculum vitae;

e. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;

f. Requirements for the selection of external reviews for scholarly work;

gh. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and

h. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

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

B-4. Procedural Error Remediation. In the event of a procedural error, the provost shall confer with the dean, unit administrator, and candidate shall confer and the parties shall attempt to come to an agreement that resolves the error. Following this process, the provost shall decide the resolution of the procedural error and communicate the decision to the candidate in writing. If the candidate agrees to the resolution in writing, he or she may not later object to the resolution. If the candidate does not agree to the resolution in writing, he or she retains the right to appeal the final institutional decision based on that procedural ground (see H-3 herein). These procedural rules are intended to guide the orderly and fair administration of the promotion and tenure process and should be followed carefully, but a promotion or tenure denial may not be set aside merely because there was a procedural error unless the procedural error materially impacted the outcome.

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

B-6. Recusal.

a. Disclosure required. Prior to consideration of candidates, each committee member shall disclose in writing to the other committee members the nature and extent of any relevant relationships and working arrangements with each candidate who will be considered by the committee.

b. Recusal due to conflict of interest. A committee member with a conflict of interest as defined in this policy shall recuse themselves from consideration of each candidate with whom they have a conflict of interest.

c. Conflict of interest defined. For purposes of this policy, conflict of interest means:
1. The committee member has a “relationship” with the candidate as defined by FSH 6241 Nepotism, or
2. The committee member has a conflict of interest as defined by FSH 6240 Conflicts of Interest or Commitment.

d. Objection: disqualification; final decision. Objection to a committee member’s participation based on conflict of interest as defined by this policy or on other grounds may be raised by the candidate, any
member of the committee, by the chair of the candidate’s unit, or by the dean of the candidate’s college, and shall be communicated to the provost. If an objection is raised and the committee member refuses to recuse themselves, the dean of the candidate’s college shall decide whether the committee member shall be disqualified from participation, unless the dean is the party raising the objection, in which case the provost shall decide. The decision of the dean or provost, as applicable, is final.

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

C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

C-1. Promotion.

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

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

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

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

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

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

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

C-2. Tenure.

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

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

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

b. Transfer between Units.

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

2. Impact on Time to Promotion and Tenure. The extent to which service in the first unit counts toward promotion or tenure in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP II.G.6.I.i)

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

c. Effect of Lapse in Service. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have their prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.I.i)

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

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

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

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

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

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

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

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

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

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

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

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

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

C-4. Extensions.

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

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

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

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

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

f. Procedure for Requesting an Extension:

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

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

3. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.

Commented [WD(4): Replaced by new section B-6 Recusal.

Commented [WD(5): This edit suggested to clarify that acceptable reasons are not limited to health or family issues.

Commented [WD(6): This edit to preemptively address questions of fairness where one faculty is granted extension and takes leave, and another faculty is granted extension but does not take leave.
4. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their Personal Statement of Accomplishment; otherwise, no information regarding the extension shall be included in the candidate’s dossier, unless such information already exists in the materials to be provided by the unit administrator, as detailed in D-2. If such information already exists in the D-2 materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

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

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

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

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

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

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

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

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

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

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

1. Annual review process and annual performance criteria.

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

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

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

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

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

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

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

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

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

5. Criteria for External Review. 

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

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

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


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

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


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

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

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

   b. Failure to Submit Candidate Materials by Deadline. Candidates are expected to follow the submission timeline contained in the provost’s administrative guidance. A candidate who does not submit the materials described in D-1 by the deadline described in D-3.a of the mandatory year, or of the tenure...
E. UNIT LEVEL REVIEW.

E-1. Unit Promotion and Tenure Committee

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

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

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

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

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

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

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

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

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

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

E-2. Unit Faculty Voting.

a. General.

1. The dossier must be made available a minimum of five business days to a maximum of ten business
days but not more than two weeks prior to any voting.

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

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

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

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

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

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

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

E-3. Unit Administrator.

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

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

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

F. COLLEGE LEVEL REVIEW.

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

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

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

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

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

G. UNIVERSITY LEVEL REVIEW.

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

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

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

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

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

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

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

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

H. DECISION.

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

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

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

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

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

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

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

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

I. IMPLEMENTATION.

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


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

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

Version History

Amended July 2022. [TBD]

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

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

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

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

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<th>Faculty Staff Handbook (FSH)</th>
<th>Addition</th>
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*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

**Originator:** Chantal Vella, FAC Chair

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

**Reviewed by General Counsel**

Yes x No  Name & Date:

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

   To align FSH 3510 with recently adopted changes to FSH 3500 Promotion and Tenure. These changes are redlined in the attached draft.

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

   None.

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

   None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
PREAMBLE: In January 2020, the university’s promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510. For further information, contact the Office of the Provost.

A. GENERAL. In addition to the annual evaluation of faculty by the unit administrator, each full-time, untenured faculty member shall be reviewed by a committee of colleagues during the 24- to 36-month period after beginning employment at UI. The committee shall provide the faculty member with a detailed report regarding the faculty member’s progress toward promotion or tenure or both. The third-year review process shall not include a vote of the committee or unit faculty.

B. THIRD-YEAR REVIEW COMMITTEE. A third-year review committee shall be formed according to the process outlined in FSH 3500 E-1-a.

C. BASIS FOR EVALUATION. The unit administrator shall provide the completed dossier (FSH 3500 D), excluding external peer reviews, to the chair of the committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit in light of the unit, college and university criteria for promotion or tenure or both. The process for requesting such feedback shall be set forth in the provost’s administrative guidance pursuant to FSH 3500 B-2.

D. COMMITTEE REPORT AND CANDIDATE RESPONSE. The committee shall write a report evaluating the faculty member’s progress toward promotion or tenure or both in each of the faculty member’s responsibility areas. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure or both. The chair of the committee shall forward the report to the candidate. The faculty member may provide a written response to the report within five business days after receiving the report. The chair of the committee shall forward the report and any response from the candidate to the unit administrator.

E. UNIT ADMINISTRATOR’S REPORT AND CANDIDATE RESPONSE. The unit administrator shall write a report evaluating the faculty member’s progress toward promotion or tenure or both in each of the faculty member’s responsibility areas in light of the unit, college and university criteria for promotion and tenure. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure or both. The faculty member may provide a written response to the report within five business days after receiving the report.

F. DEAN’S REPORT AND CANDIDATE RESPONSE. The committee report, the unit administrator’s report, the candidate’s response(s), if any, and the dossier shall be forwarded to the dean. The dean shall write a report evaluating the faculty member’s progress toward promotion or tenure or both in each of the faculty member’s responsibility areas in light of the unit, college and university criteria for promotion and tenure. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure or both. The faculty member may provide a written response to the report within five business days after receiving the report.

G. FORWARDING MATERIALS. The dean shall forward all materials to the faculty member and to the provost’s office for record keeping.

H. IMPLEMENTATION. This policy shall be effective July 1, 2020.
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
1640.46
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 representing separate colleges or schools), Director of University Galleries, or designee, the University Arts Administrator, 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, Moscow Arts Commission Art Director, 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

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

<table>
<thead>
<tr>
<th>Originator (see FSH 1460 C)</th>
<th>Megan Grenille</th>
<th>Date</th>
<th>10/4/21</th>
</tr>
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<tbody>
<tr>
<td>Name</td>
<td><a href="mailto:mgreennille@uidaho.edu">mgreennille@uidaho.edu</a></td>
<td>Telephone</td>
<td>208-885-4054</td>
</tr>
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<td><a href="mailto:mgreennille@uidaho.edu">mgreennille@uidaho.edu</a></td>
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Policy Sponsor, if different from Originator __Chris Nomura, VPORED__

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Reviewed by General Counsel: X Yes  No  Name & Date: Manisha Wilson  10/1/21

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: ____________________________
1640.14

INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

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, and 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 alignment with best practices as provided in the Biosafety in Microbiological and Biomedical Laboratories, (BMBL), and other appropriate best practices. (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. (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 at least five members so selected that they collectively have experience and expertise in recombinant DNA technology, and the capability to assess the safety of recombinant DNA research, and 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 plant research in the 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. See NIH Section IV-B-2-a. 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 ☐ 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, two-three 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.
197: MUSIC EDUCATION (BMUS)

Export to PDF Export to Word

In Workflow
1. CLASS Review (ctibbals@uidaho.edu)
2. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
3. 18 Dean (quinlan@uidaho.edu)
4. Curriculum Review (sstubbs@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Sun, 19 Sep 2021 15:05:11 GMT
   Vanessa Sievert (vanessas): Approved for 022 Chair
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 20 Sep 2021 23:02:56 GMT
   Traci Craig (tcrraig): Approved for 18 Curriculum Committee Chair
4. Tue, 21 Sep 2021 18:05:56 GMT
   Amy Kingston (amykingston): Rollback to Initiator
5. Fri, 24 Sep 2021 02:22:35 GMT
   Vanessa Sievert (vanessas): Approved for 022 Chair
   Charles Tibbals (ctibbals): Rollback to Initiator
7. Mon, 04 Oct 2021 20:02:32 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
   Traci Craig (tcrraig): Approved for 18 Curriculum Committee Chair
9. Tue, 05 Oct 2021 00:27:42 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
10. Wed, 06 Oct 2021 20:32:30 GMT
    Steve Stubbs (sstubbs): Approved for Curriculum Review
11. Thu, 07 Oct 2021 00:09:15 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Mon, 11 Oct 2021 16:05:16 GMT
    Sara Mahuron (sara): Approved for Assessment
13. Mon, 08 Nov 2021 16:36:48 GMT
    Dean Panttaja (panttaja): Approved for Provost's Office
14. Mon, 08 Nov 2021 16:56:54 GMT
    Dwaine Hubbard (dhubbard): Approved for Registrar's Office
15. Tue, 09 Nov 2021 19:19:31 GMT
    Steve Stubbs (sstubbs): Approved for Ready for UCC
16. Wed, 10 Nov 2021 18:01:47 GMT
    Steve Stubbs (sstubbs): Rollback to Ready for UCC for UCC
17. Wed, 17 Nov 2021 17:52:56 GMT
    Steve Stubbs (sstubbs): Approved for Ready for UCC
18. Tue, 30 Nov 2021 23:48:30 GMT
    Steve Stubbs (sstubbs): Approved for UCC
History

1. Apr 19, 2021 by Leonard Garrison (leonardg)
2. May 17, 2021 by Amy Kingston (amykingston)
3. May 17, 2021 by Amy Kingston (amykingston)
4. Jun 16, 2021 by Rebecca Frost (rfrost)
5. Sep 16, 2021 by Amy Kingston (amykingston)

Date Submitted: Mon, 27 Sep 2021 21:31:54 GMT

Viewing: 197: Music Education (BMUS)

Last approved: Thu, 16 Sep 2021 18:19:53 GMT

Last edit: Thu, 07 Oct 2021 00:09:09 GMT

Changes proposed by: Wudneh Admassu

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>Leonard Garrison</td>
<td><a href="mailto:leonardg@uidaho.edu">leonardg@uidaho.edu</a></td>
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Change Type (Choose all that apply)

- Change curriculum requirements
- Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Simplify ensemble requirements

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

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Music

Effective Catalog Year

2022-2023

Program Title

Music Education (BMUS)

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

123
Attach Program Change

CIP Code
13.1312 - Music Teacher Education.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

**Financial Information**

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Required course work includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3)) and:

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<td>Learning, Development, and Assessment</td>
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<td>MUSC 242</td>
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<td>MUSX 140</td>
<td>Recital Attendance (Seven semesters required)</td>
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8 credits of Ensembles in 7 different semesters

Select one of the following tracks:

**Instrumental track:**
- MUST 251 String Instrument Techniques
- MUST 253 Brass Instrument Techniques
- MUST 255 Woodwind Techniques
- MUST 386 Instrumental Music in the Secondary Schools
- MUST 465 Jazz Band Rehearsal Techniques

One of the following:
- String majors must take: MUST 256 String Pedagogy and Orchestral Literature
- Wind and percussion majors must take: MUST 466 Marching Band Techniques

**Vocal track:**
- MUSA 114 Studio Instruction ¹
- MUST 385 Choral Music in the Secondary School
- MUST 435 Pedagogy & Materials
- MUSX 283 Italian and German Diction for Singers
- MUSX 284 French and English Diction for Singers

Total Hours 95

1

Voice majors must successfully complete MUSA 246 before enrolling in MUSA 114.

Courses to total 120 credits for this degree

Degree Maps:

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<th>Fall Term 1</th>
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<td>MUSC 139 Aural Skills I</td>
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<td>MUSC 141 Theory of Music I</td>
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<td>MUSX 101 Orientation for Music Majors</td>
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MUSA 246  Piano Class for Music Majors/Minors  1
MUSC 240  Aural Skills IV  2
MUSC 242  Theory Of Music IV  2
MUSH 322  Music in Society II  3
MUSX 140  Recital Attendance  0
Ensemble, Major Elective Course  1
Vocal or Instrumental Track Course, Major Elective Course  2

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**Fall Term 3**

EDCI 301  Learning, Development, and Assessment  3
MUSA 208  Musical Conversation and Improvisation  1
MUSA 324  Studio Instruction  2
MUSA 387  Conducting I  2
MUSX 140  Recital Attendance  0
Ensemble, Major Elective Course  1
Ensemble, Major Elective Course  1
International Course  3
Vocal or Instrumental Track Course, Major Elective Course  2

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**Spring Term 3**

MUSA 324  Studio Instruction  2
MUSA 487  Conducting II  2
MUSC 328  Instrumental and Choral Arranging  2
MUST 382  Elementary Music Methods and Literacy  3
MUSX 140  Recital Attendance  0
Scientific Ways of Knowing Course  4
Ensemble, Major Elective Course  1
Vocal or Instrumental Track Course, Major Elective Course  2

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**Fall Term 4**

MUSA 324  Studio Instruction  2
MUSA 490  Half Recital  0
MUSX 140  Recital Attendance  0
Scientific Ways of Knowing Course  4
Humanistic and Artistic Ways of Knowing Course  3
Ensemble, Major Elective Course  1
Vocal or Instrumental Track Course, Major Elective Course  2
Vocal or Instrumental Track Course, Major Elective Course  2

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**Spring Term 4**

MUST 432  Practicum: Music Teaching  11
MUST 445  Proseminar in Music Teaching  1

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**Total Hours**  120

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

**Distance Education Availability**

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

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

No

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

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

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

Where?

Student Learning Outcomes

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

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives
1. Interpret and present musical ideas through performance.
2. Demonstrate expertise in major performing medium.
3. Clearly articulate musical concepts appropriate for learners in all stages of development.
4. Assess musical standards, prescribe methods for improvement and demonstrate rehearsal technique.
5. Demonstrate appropriate conducting technique.
6. Demonstrate an ability to use multiple teaching strategies to serve diverse learners.
7. Develop skills of planning and preparation, including setting short- and long-term goals.

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

The current ensemble requirements have evolved over the years and are stated in various places in the catalog, sometimes contradicting each other. Degree audit cannot enforce the ensemble requirements as originally intended, sometimes leading to confusion among students and their advisors. The simpler requirements proposed here are easier to understand and track and will allow greater flexibility, at the same time greater supervision from the studio instructor. No additional workload.
Throughout the University there is a move to get rid of Options (in which 50% or more of the requirements are specific to certain students) and Emphases (in which 20-49% of the requirements are specific). During the recent program prioritization process, the music education degree was targeted as an area of concern, as the program prioritization folks were looking at the individual numbers for each Emphasis for the degree rather than the total number of students, which has always been strong. If we get rid of the Emphases, we will have a strong cohort of students counted together in the Music Education degree.

Supporting Documents
Music Education-Instrumental_BMUS.xlsx
Music Education-Vocal_BMUS.xlsx
Music Learning Outcomes as of June 2021.pdf
Music Learning Outcomes Email Thread - June 2021.pdf

Requires TECC Review
No

Department Voting Results
College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Tue, 21 Sep 2021 18:05:56 GMT): Rollback: Returning for additional changes, per email from Leonard on 9/21/21. Amy K


Rebecca Frost (rfrost) (Thu, 07 Oct 2021 00:09:09 GMT): Updated 4 year degree map to reflect the removal of the emphases. Total credits now needed for degree is only 120 due to a required course no longer requiring PSYC 101.

Key: 197

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
# University of Idaho
## Curriculum Plan
### Music Education: Instrumental Emphasis (B.Mus.)

Successful completion of the requirements in 2021-2022 catalog year requirements will lead to a B.Mus. in Music Education: Instrumental Emphasis from the University of Idaho.

### Freshman

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Total Credit: 14

### Sophomore

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Total Credit: 16

### Junior Year

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Total Credit: 15

### Senior

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Total Credit: 15

Total Credit: 66
# University of Idaho
## Curriculum Plan
### Music Education: Vocal Emphasis (B.Mus.)
Successful completion of the requirements in 2021-2022 catalog year requirements will lead to a B.Mus. in Music Education: Vocal Emphasis from the University of Idaho.

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To add or fix:
Move rubric assessment points to Direct Measure field in UI system
Add language regarding that faculty agree on these assessment points

Reason

The university requires us to provide data that shows that 1) we have created a plan to help students through a degree and that 2) we are meeting these goals. The goals are set by us already — probationary-level lessons, UDS, recitals, capstone projects, etc. — but we have few ways of helping others to understand how we determine these and that we are meeting them. We have no formal system of reporting, and even if we did, the standards vary across each area within the department. While this has yet to punish us, it is entirely plausible, especially given the litigious nature of current university politics and student entitlement, that we encounter a student who cries insists on a double standard in a barrier assessment, and we struggle to defend ourselves and methods. If this were to happen, it is not only bad PR, but it opens us to the possibility of an entity outside of the department inserting themselves into our assessment and curriculum.

We can lament the role that politics plays in our teaching, but the politics continue whether we participate or not. If we do not do this well, we give any detractor of our program “ammo” to be used against us.

Proposal Overview

Create an intuitive, unified system for all degrees that incorporates our existing assessment structures with slight alterations and matching rubrics

Proposed Structure

- Allows us to clearly communicate to students what is expected at each level
- Standardizes our testing structures across the department and unifies our methods
- If we choose to fail a student at a given level, allows us to show a level of objective reasoning without eliminating the importance of our subjective input on the matter
- Gives us control of what matters to our degrees while fulfilling our assessment requirement
**University Learning Outcomes**

A. Learn and Integrate  
B. Think and Create  
C. Communicate  
D. Clarify Purpose and Perspective  
E. Practice Citizenship  

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Student Learning Outcomes</th>
<th>University Learning Outcomes</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
<th>Benchmark</th>
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</table>
| BM Music Performance    | 1. Interpret and present musical ideas through performance                                 | 1. A,B,C                     | 1. Full recital jury rubric |                   | 1. 4 or higher:  
|                         | 3. Communicate musical ideas verbally                                                    | 3. A,C                       | 3. UDS jury rubric     |                   | b. Interpretation |
|                         | 4. Self-assess performance skills accurately                                              | 4. D                         | 4. UDS jury rubric     |                   | 2. 4 or higher:  
|                         | 5. Demonstrate                                                                           | 5. A                         | 5. UDS jury rubric     |                   | a. Tone quality  
<p>|                         |                                                                                         |                              |                 |                   | b. Rhythm        |
|                         |                                                                                         |                              |                 |                   | c. Intonation    |
|                         |                                                                                         |                              |                 |                   | d. Technique     |
|                         |                                                                                         |                              |                 |                   | 3. 3 or higher   |
|                         |                                                                                         |                              |                 |                   | a. Demonstrates   |
|                         |                                                                                         |                              |                 |                   | b. musical knowledge |
|                         |                                                                                         |                              |                 |                   | b. Effectiveness of |</p>
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<td>1. A,B,C</td>
<td>4. 3 or higher in:</td>
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<td>3. Communicate musical ideas verbally</td>
<td>3. A,C</td>
<td>5. 3 or higher in:</td>
</tr>
<tr>
<td>5. Demonstrate the ability to explain music in the context of wider culture</td>
<td>5. A,D</td>
<td></td>
</tr>
<tr>
<td>1. Half recital jury rubric</td>
<td>1. 3 or higher:</td>
<td></td>
</tr>
<tr>
<td>2. Half recital jury rubric</td>
<td>a. Presentation</td>
<td></td>
</tr>
<tr>
<td>3. UDS jury rubric</td>
<td>b. Interpretation</td>
<td></td>
</tr>
<tr>
<td>4. UDS jury rubric</td>
<td>2. 3 or higher:</td>
<td></td>
</tr>
<tr>
<td>5. UDS jury rubric</td>
<td>a. Tone quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Rhythm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Intonation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. 3 or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Demonstrates musical knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Effectiveness of verbal communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. 3 or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Self-assessment of performance congruent with faculty assessment</td>
<td></td>
</tr>
</tbody>
</table>
| BM Music Education | 1. Interpret and present musical ideas through performance | 1. A, B, C | 1. Half recital jury rubric | 1. 3 or higher:  
   a. Presentation  
b. Interpretation |
| | 2. Demonstrate expertise in major performing medium | 2. A, B, C | 2. Half recital jury rubric | 2. 3 or higher:  
   a. Tone quality  
   b. Rhythm  
   c. Intonation  
   d. Technique |
| | 3. Clearly articulate musical concepts appropriate for learners in all stages of development | 3. A, C | 3. Taskstream rubric | 3. 4 or higher:  
   a. Framing musical concepts in an understandable way (process)  
   b. Self-assess teaching skills accurately (reflection) |
| | 4. Assess musical standards, prescribe methods for improvement and demonstrate rehearsal technique | 4. A, C | 4. Taskstream rubric | 4. 4 or higher:  
   a. Ability to hear inconsistencies  
   b. Properly adjusts teaching strategies to adapt to |
<p>| | 5. Demonstrate appropriate conducting technique | 5. D, E | 5. Taskstream rubric | |
| | 6. Demonstrate an ability to use multiple | 6. A, C | 6. Taskstream rubric | |
| | | 7. B | 7. Taskstream rubric | |</p>
<table>
<thead>
<tr>
<th></th>
<th>teaching strategies to serve diverse learners</th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Develop skills of planning and preparation, including setting short- and long-term goals</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>inconsistencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c. Demonstrates efficient rehearsal technique</td>
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<table>
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<tr>
<th>5.</th>
<th>4 or higher in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Demonstrates appropriate conducting technique</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.</th>
<th>4 or higher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Presents an equal opportunity for all students to learn</td>
</tr>
<tr>
<td></td>
<td>b. Demonstrates pedagogical content knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>4 or higher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Sets specific goals</td>
</tr>
<tr>
<td></td>
<td>b. Sets measurable goals</td>
</tr>
<tr>
<td></td>
<td>c. Sets attainable goals</td>
</tr>
<tr>
<td></td>
<td>d. Sets relevant goals</td>
</tr>
<tr>
<td></td>
<td>e. Sets time-bound goals</td>
</tr>
</tbody>
</table>
| BM Composition | 1. Demonstrate proficiency in major performing medium  
2. Communicate musical ideas through composition  
3. Demonstrate an ability to employ traditional and contemporary techniques and notation  
4. Demonstrate an ability to produce a concert of one's own music through collaboration | 1. A,B,C  
2. A,B,C  
3. A,C  
4. A,B,C, D,E | 1. UDS performance jury rubric  
2. UDS composition jury rubric  
3. UDS composition jury rubric  
4. Composition Recital jury rubric | 1. 3 or higher:  
a. Tone quality  
b. Rhythm  
c. Intonation  
d. Technique  
2. 3 or higher in:  
a. Demonstrates musical concepts and compositional process in a clear, knowledgeable manner  
3. 3 or higher in:  
a. Technique  
b. Range of media  
c. Style  
d. Fluency and productivity  
e. Presentation  
4. 4 or higher  
a. Ability to produce and rehearse a concert of own music through collaboration |
| BM Music Business | 1. Interpret and present musical ideas through performance  
2. Demonstrate proficiency in major performing medium  
3. Communicate musical ideas verbally  
4. Demonstrate understanding and application of financial principles  
5. Create and enact a business plan appropriate to degree emphasis  
6. Communicate effectively using online media (e.g. web design, electronic media) | 1. A,B,C  
2. A,B,C  
3. C  
4. A  
5. B,D,E  
6. C | 1. Half recital jury rubric  
2. Half recital jury rubric  
3. UDS jury rubric  
4. MUSX 498 Internship rubric  
5. MUSX 498 Internship rubric  
6. MUSX 498 Internship rubric | 1. 3 or higher in:  
   a. Presentation  
   b. Interpretation  
2. 3 or higher in:  
   a. Tone quality  
   b. Rhythm  
   c. Intonation  
   d. Technique  
3. 3 or higher  
   a. Demonstrates musical knowledge  
   b. Effectiveness of verbal communication  
4. 4 or higher  
   a. Demonstrates understanding and application of financial principles  
5. 4 or higher  
   a. Creates and enacts a business plan appropriate to degree emphasis  
6. 4 or higher  
   a. Communicate effectively using online media |
| BA/BS Music History | 1. Develop expertise in academic writing | 1. A,B,C | 1. Senior thesis and defense rubric | 1. 4 or higher  
| | | | | c. Command of writing-style, grammar, and mechanics  
| | | | | d. Depth of research  
| | | | | e. Construction of an appropriate bibliography  
| | | | | 2. 4 or higher  
| | | | | a. Explains all relevant terminology and concepts verbally and engages in discussion  
| | | | | 3. 4 or higher  
| | | | | a. Demonstrates an understanding of time period and cultural climate in relation to subject of paper  
| BA/BS Music Theory | 1. Develop expertise in academic writing | 1. A,B,C | 1. Senior thesis and defense rubric | 1. 4 or higher  
| | | | | c. Command of writing-style, grammar, and mechanics  
| | | | | 2. 4 or higher  
| | | | | a. Explains all relevant terminology and concepts verbally and engages in discussion  
| | | | | 3. 4 or higher  
<p>| | | | | a. Demonstrates an understanding of time period and cultural climate in relation to subject of paper |</p>
<table>
<thead>
<tr>
<th>musical form</th>
<th>defense rubric</th>
<th>mechanics</th>
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</thead>
<tbody>
<tr>
<td>3. Senior thesis and defense rubric</td>
<td>d. Depth of research</td>
<td>e. Construction of an appropriate bibliography</td>
</tr>
<tr>
<td>4 or higher</td>
<td>2. 4 or higher</td>
<td></td>
</tr>
<tr>
<td>a. Explains all relevant terminology and concepts verbally and engages in discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 4 or higher</td>
<td>a. Demonstrates an understanding of musical form</td>
<td></td>
</tr>
</tbody>
</table>
List of requirements by degree for faculty

Faculty must fill out a rubric immediately following every:

- UDS Jury (all majors)
- Recital Jury (all majors, including composition recitals)
- Oral defense of a capstone project (BA/BS-History, BA/BS-Theory)
- Final evaluation in Taskstream (BM-Education)
- Completion of an internship for MusX 498 (BM-Business)

Requirements for each type of assessment

- Recital juries
  - Standard musical assessment, no further requirements
- UDS
  - All UDS require 15-minutes of performing in their primary medium and a 15-minute interview with the area faculty
  - BM - Performance
    - In performance portion, student must perform a **self-prepared piece OR sight-reading**
    - In interview portion, student must **self-assess** their performance
  - BM - Education
    - In interview portion, you must ask a question that demonstrates whether the student can clearly **articulate musical concepts appropriate for learners in all stages of development**
  - BA/BS - Applied
    - In interview portion, student must **self-assess** their performance for the UDS
    - In interview portion, student must demonstrate an ability to explain music in the context of wider culture
      - More specifically, **how do their secondary interests** (e.g. double major, audio engineering, etc.) **relate to their development as a performer**?
  - BM - Performance/Education (Double major)
    - Must fulfill **all requirements of a standard Performance major** in UDS
  - BM - Composition
    - Must **perform a 10-minute standard jury** on their primary medium in addition to the full UDS Composition jury
    - See UDS Requirements and Questions for UDS Composition Jury
• Capstone projects
  ○ Oral defense requires a committee of three faculty advisors
  ○ BA/BS-History defense must include questions that determine whether the student understands the time period and cultural climate in relation to the subject of the paper.
  ○ BA/BS-Theory defense must include questions that demonstrate whether the student understands a variety of musical forms, regardless of whether this is topical for their submitted paper.

FAQ
• Fill out a rubric everytime a student attempts one of these, even if they are re-taking it after a failed attempt.
• Remember that the rubric scale does reflect all stages of development, from an entry-level undergraduate to a professional level. It does not reflect their growth relative to previous personal level or their peers’ levels. In general:
  ○ 6 - Professional
  ○ 5 - Graduate
  ○ 4 - Expected level upon graduating from an undergraduate degree
  ○ 3 - Developing undergraduate
  ○ 2 - Beginning undergraduate
  ○ 1 - Pre-college level

Rubric flowchart

UDS Jury
• First page (same for all)
  ○ Faculty first name
  ○ Faculty last name
  ○ Student first name
  ○ Student last name
  ○ Instrument
  ○ Degree (first branch)
    ■ BM - Performance (to BM-Perf Verbal Assessment)
- BM - Education (to BM-Ed Verbal Assessment)
- BA/BS - Applied (to BA/BS-App Verbal Assessment)
- BM - Business (to BM-Business Verbal)
- BM - Composition composition jury (to BM-Comp Assessment)
- BM - Composition performing jury (to Musical Assessment)
- BM - Performance/Education - double major (to BM/BME Verbal Assessment)
- BM - Performance
  - Verbal evaluation (To Musical Evaluation)
    - All use standard scoring criteria (except possibly self-assessment question)
    - Quality of self-prepared piece (SLO #5)
    - Musical knowledge (SLO #3)
    - Effectiveness of verbal communication (SLO #3)
    - Self-assessment of performance as compared to faculty with faculty assessment (SLO #4)
- BA/BS - Applied
  - Verbal evaluation (To Musical Evaluation)
    - All use standard scoring criteria (except possibly self-assessment question)
    - Musical knowledge (SLO #4)
    - Effectiveness of verbal communication (SLO #4)
    - Demonstrates an ability to explain music in the context of wider culture (SLO #5)
      - Possibly need to create special scale for this
- BM - Education
  - Verbal evaluation (To Musical Evaluation)
    - Musical knowledge (Not used for SLO)
    - Effectiveness of verbal communication (Not used for SLO)
    - Verbally articulates musical concepts appropriate for learners in all stages of development (SLO #3)
- BM - Composition composition jury
  - Composition assessment (to BM-Comp Verbal Evaluation)
    - Technique (SLO #3)
    - Style (SLO #3)
    - Range of media (SLO #3)
    - Fluency and productivity (SLO #3)
Presentation (SLO #3)
  o Verbal evaluation
    ■ Musical knowledge (Not used for SLO)
    ■ Effectiveness of verbal communication (Not used for SLO)
    ■ Articulates musical concepts and compositional process in a clear, knowledgeable manner (SLO #2)

BM - Composition (performing jury)
  o Verbal evaluation (To Musical Evaluation)
    ■ Musical knowledge (Not used for SLO)
    ■ Effectiveness of verbal communication (Not used for SLO)

BM - Performance/Education (To Musical Evaluation)
  o Verbal evaluation (Finishes rubric)
    All use standard scoring criteria (except possibly self-assessment question)
    ■ Musical knowledge (SLO #3)
    ■ Effectiveness of verbal communication (SLO #3)
    ■ Self-assessment of performance as compared to faculty with faculty assessment (SLO #4)
      • Possibly need to create special scale for this to range from “matched completely” to “doesn’t have a clue what is wrong”

BM - Business
  o Verbal evaluation (To Musical Evaluation)
    All use standard scoring criteria (except possibly self-assessment question)
    ■ Musical knowledge (SLO #3)
    ■ Effectiveness of verbal communication (SLO #3)

Musical evaluation (Finishes rubric)
  o Tone quality (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
  o Rhythm (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
  o Technique (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
  o Intonation (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
○ Interpretation (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
○ Presentation (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
○ Additional comments

Recital Audition

● First page
  ○ Date
  ○ Faculty first name
  ○ Faculty last name
  ○ Student first name
  ○ Student last name
  ○ Type of recital
    ■ Full
    ■ Half
    ■ Composition
  ○ Degree
    ■ BM - Performance (to Musical Evaluation)
    ■ BA/BS - Applied (to Musical Evaluation)
    ■ BM - Education (to Musical Evaluation)
    ■ BM - Business (to Musical Evaluation)
    ■ BM - Composition (to Composition Recital Evaluation)

● Musical Evaluation
  ○ Musical evaluation (Submits form)
    ■ Tone quality (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
    ■ Rhythm (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
    ■ Technique (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
    ■ Intonation (SLO#2 for BM-Perf when FULL, SLO#1 for BM-Ed//BA-BS-App/BM-Mus when HALF)
    ■ Interpretation (SLO#1 for BM-Perf when FULL, SLO#1 for BM-Ed//BA-BS-App/BM-Mus when HALF)
• Presentation (SLO#1 for BM-Perf when FULL, SLO#1 for BM-Ed/BA-BS-App/BM-Mus when HALF)
• Additional comments

• Composition Recital Evaluation
  ○ Composition assessment (to BM-Comp Verbal Evaluation)
    ■ Technique (Not used for SLO)
    ■ Style (Not used for SLO)
    ■ Range of media (Not used for SLO)
    ■ Fluency and productivity (Not used for SLO)
    ■ Presentation (Not used for SLO)
    ■ Successfully produced and rehearsed a concert of one’s own music through collaboration (SLO #4)

Capstone Projects
• First page
  ○ Date
  ○ Faculty first name
  ○ Faculty last name
  ○ Student first name
  ○ Student last name
  ○ Degree
    ■ BA/BS - History (to History Oral Defense)
    ■ BA/BS - Music Theory (to Theory Oral Defense)
  ○ BA/BS - History Oral Defense
    ■ Explains all relevant terminology and concepts verbally and engages in discussion (SLO #2 for BA/BS-Hist)
    ■ Demonstrates an understanding of time period and cultural climate in relation to subject of paper (SLO #3 for BA/BS-Hist)
  ○ BA/BS - Music Theory Oral Defense
    ■ Explains all relevant terminology and concepts verbally and engages in discussion (SLO #2 for BA/BS-Theory)
    ■ Demonstrates an understanding of musical form (SLO #3 for BA/BS-Hist)
  ○ Project evaluation
    ■ Well-defined topic (SLO #1 for both degrees)
- Clear organization (SLO #1 for both degrees)
- Command of writing-style, grammar, and mechanics (SLO #1 for both degrees)
- Depth of research (SLO #1 for both degrees)
- Construction of an appropriate bibliography (SLO #1 for both degrees)
262: MATHEMATICS MINOR

Export to PDF Export to Word

In Workflow
1. 024 Chair (abo@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. 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)
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. Fri, 05 Nov 2021 20:45:39 GMT
   Hirotachi Abo (abo): Approved for 024 Chair
2. Fri, 05 Nov 2021 20:46:15 GMT
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Fri, 05 Nov 2021 20:50:23 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
4. Mon, 08 Nov 2021 17:40:40 GMT
   Ken Udas (kudas): Approved for Provost's Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 09 Nov 2021 18:25:09 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 12 Nov 2021 01:01:38 GMT
   Dwaine Hubbard (dhubbard): Approved for Registrar's Office
8. Wed, 17 Nov 2021 17:53:01 GMT
   Steve Stubbs (sstubbs): Approved for Ready for UCC
9. Tue, 30 Nov 2021 23:51:10 GMT
   Steve Stubbs (sstubbs): Approved for UCC

Date Submitted: Fri, 05 Nov 2021 20:43:49 GMT

Viewing: 262: Mathematics Minor

Last edit: Mon, 08 Nov 2021 17:39:39 GMT
Changes proposed by: Mark Nielsen

Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact
262: Mathematics Minor

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Nielsen</td>
<td><a href="mailto:markn@uidaho.edu">markn@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

**Description of Change**
Change from in-person only to in-person (Moscow) plus online.

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

**Academic Level**
Undergraduate

**College**
Science

**Department/Unit:**
Mathematics & Statistical Science

**Effective Catalog Year**
2022-2023

**Program Title**
Mathematics Minor

**Degree Type**
Minor

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

**Program Credits**
26

**Attach Program Change**

**CIP Code**
27.0101 - Mathematics, General.

**Emphasis/Option CIP Code(s)**

Will the program be Self-Support?
Will the program have a Professional Fee?
Will the program have an Online Program Fee?
Will this program lead to licensure in any state?
Will the program be a statewide responsibility?

**Financial Information**

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:
262: Mathematics Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>Calculus I</td>
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<tr>
<td>MATH 175</td>
<td>Calculus II</td>
<td>4</td>
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<td>Select 6 Math courses</td>
<td>18</td>
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<td>from the following:</td>
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<td>MATH 275</td>
<td>Calculus III</td>
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<td>STAT 301</td>
<td>Probability and Statistics</td>
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<td>Math Courses numbered</td>
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<td>303-499</td>
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**Total Hours** 26

**Courses to total 26 credits for this minor**

Degree Maps:

**Distance Education Availability**

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

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

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

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

**Geographical Area Availability**

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

Where?

**Student Learning Outcomes**

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

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?
Yes

Learning Objectives
1. Students should be able to think critically, apply problem solving strategies, and be able to construct and defend mathematical proofs.
2. Students should be able to use mathematical structures and the language of mathematics to formulate models for real-world problems.
3. Students should be able to effectively communicate their work and should gain experience working in collaborative settings.

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

The courses to complete the minor have been available through Engineering Outreach for some time. We seek to formally recognize the program as available online.

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

Ken Udas (kudas) (Mon, 08 Nov 2021 17:39:39 GMT): This minor is available for 100% online delivery. A student need not be physically present on a campus. There is no budgetary request. No additional funding is being approved here.

Key: 262

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
109: FILM AND TELEVISION STUDIES (BA OR BS)

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In Workflow

1. 008 Chair (rsjohnson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Map Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Post-UCC Registrar (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 05 Oct 2021 18:28:00 GMT
   Robin Johnson (rsjohnson): Approved for 008 Chair
2. Thu, 07 Oct 2021 22:58:27 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 07 Oct 2021 23:41:34 GMT
   Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Sun, 10 Oct 2021 20:04:41 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
   Dean Panttaja (panttaja): Approved for Provost's Office
   Sara Mahuron (sara): Approved for Assessment
   Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Tue, 12 Oct 2021 18:06:06 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
9. Tue, 26 Oct 2021 16:50:51 GMT
   Dwaine Hubbard (dhubbard): Approved for Registrar's Office
10. Tue, 09 Nov 2021 19:19:11 GMT
    Steve Stubbs (sstubbs): Approved for Ready for UCC
11. Wed, 10 Nov 2021 17:58:37 GMT
    Steve Stubbs (sstubbs): Rollback to Ready for UCC for UCC
    Steve Stubbs (sstubbs): Approved for Ready for UCC
    Steve Stubbs (sstubbs): Approved for UCC
    Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. May 17, 2021 by Amy Kingston (amykingston)
3. Jun 16, 2021 by Rebecca Frost (rfrost)
4. Aug 10, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 01 Oct 2021 22:24:39 GMT
Viewing: 109: Film and Television Studies (BA or BS)

Last approved: Tue, 10 Aug 2021 18:21:23 GMT
Last edit: Tue, 30 Nov 2021 22:27:55 GMT

Changes proposed by: Russell Meeuf
Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Meeuf</td>
<td><a href="mailto:rmeef@uidaho.edu">rmeef@uidaho.edu</a></td>
</tr>
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</table>

Change Type (Choose all that apply)
Change curriculum requirements
Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization
Add/Edit Learning Outcomes

Description of Change

Name change of program from "Film and Television Studies" to "Film and Television," curricular updates, and learning outcomes update.

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

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Journalism & Mass Media

Effective Catalog Year
2022-2023

Program Title
Film and Television Studies (BA or BS)

Degree Type
Major

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

Program Credits
120

Attach Program Change

CIP Code
50.0601 - Film/Cinema/Video Studies.
Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Note: Students must have a 2.5 GPA to major and must attain a 2.5 GPA to graduate with the Film and Television degree.

Prerequisite: FTV 100 must be completed with a ‘C’ or above before enrolling in other courses in the sequence.

Film and Television is an interdisciplinary degree taught on the film school model, whereby students will learn how to think critically and historically about film and culture while learning the fundamentals of film writing and filmmaking. This degree prepares students to meet the growing demand for digitally fluent and professionally trained multimedia storytelling across the media industries, as well as in public institutions, government, and business.

Required course work includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3)) and the following:

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<thead>
<tr>
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<tbody>
<tr>
<td>ENGL 231</td>
<td>Introduction to Screenwriting</td>
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<td>FTV 100</td>
<td>Film History and Aesthetics</td>
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<td>Introduction to Film and TV Production</td>
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</tr>
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<td>JAMM 474</td>
<td>Video Post-Production</td>
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Select 6 credits of additional Production:

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<tr>
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<td>JAMM 477</td>
<td>Documentary Film and TV</td>
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Select 6 credits of History Culture and Theory courses, 3 of which must be in under-served, non-canonical, or international film; reflecting cultural diversity(*):

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<thead>
<tr>
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<tbody>
<tr>
<td>AIST 320</td>
<td>Native American &amp; Indigenous Film (*)</td>
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<tr>
<td>ENGL 329</td>
<td>Studies in Literature and Film</td>
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<tr>
<td>ENGL 432</td>
<td>Seminar in Film Theory and Criticism</td>
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<td>FLEN 315</td>
<td>French/ Francophone Cinema in Translation (*)</td>
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<td>FLEN 322</td>
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<td>FLEN 331</td>
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<td>FLEN 390</td>
<td>Representation and Reality in Spanish Cinema (*)</td>
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<td>FLEN 391</td>
<td>Hispanic Film (*)</td>
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<td>FREN 419</td>
<td>French &amp; Francophone Cinema (*)</td>
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<tr>
<td>HIST 414</td>
<td>History and Film</td>
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<tr>
<td>GERM 307</td>
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<tr>
<td>JAMM 339</td>
<td>Crime and the Media</td>
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<td>JAMM 340</td>
<td>Media and Diversity (*)</td>
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<tr>
<td>JAMM 378</td>
<td>American Television Genres</td>
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<td>History of Mass Media</td>
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<td>PHIL 221</td>
<td>Philosophy in Film</td>
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<td>SPAN 422</td>
<td>Mexican Culture through Cinema (*)</td>
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</table>

Select 6 additional credits of electives from the following, or other courses if approved by director of Film & Television:

- AIST 320 Native American & Indigenous Film
- ENGL 329 Studies in Literature and Film
- ENGL 432 Seminar in Film Theory and Criticism
- ENGL 447 Screenwriting
- FLEN 315 French/ Francophone Cinema in Translation
- FLEN 322 German Culture through Film
- FLEN 326 Chinese Cinema in Translation
- FLEN 390 Representation and Reality in Spanish Cinema
- FLEN 391 Hispanic Film
- FREN 419 French & Francophone Cinema
- FTV 425 Directing for the Screen
- GERM 307 German Film
- HIST 414 History and Film
- JAMM 339 Crime and the Media
- JAMM 374 Intermediate Film and TV Production
- JAMM 378 American Television Genres
- JAMM 379 Hollywood Portrayals of Journalists
- JAMM 473 Lighting for Digital Media Production
- JAMM 474 Video Post-Production
- JAMM 477 Documentary Film and TV
- PHIL 221 Philosophy in Film
- SPAN 423 Culture and Identity in Spanish Cinema
- SPAN 424 Human Rights and Hispanic Cinema
- THE 102 Introduction to Design
- THE 105 Basics of Performance I
- THE 106 Basics of Performance II
- THE 201 Scene Design I
- THE 202 Costume Design I
- THE 205 Lighting Design I
- THE 305 Intermediate Acting I
- THE 306 Intermediate Acting II
- THE 410 Costume Design II
- THE 465 Advanced Scene Design
- THE 471 Directing

Senior Experience 6

FTV 475 Advanced Filmmaking I

FTV 476 Advanced Filmmaking II

Total Hours 44

Courses to total 120 credits for this degree

Degree Maps:

**Film and Television (B.A.)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<td>Film History and Aesthetics</td>
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<td>FTV 122</td>
<td>Audio-Video Foundations</td>
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<td>ENGL 231</td>
<td>Introduction to Screenwriting</td>
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**Fall Term 2**

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**Film and Television (B.S.)**

**Fall Term 1**

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**Spring Term 1**

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<td>FTV 122</td>
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**Fall Term 2**

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<tbody>
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<td>JAMM 275</td>
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Elective Course 3
1 credit Elective Course 1

### Spring Term 2

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### Fall Term 3

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### Spring Term 3

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<td>JAMM 474 Video Post-Production</td>
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### Spring Term 4

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

**Distance Education Availability**

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

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

No

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

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

**Geographical Area Availability**

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

Moscow

Where?
**Student Learning Outcomes**

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

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?

Yes

Learning Objectives
1. Apply knowledge of film style and a diverse understanding of film & television history to an individual creative vision.
2. Light and shoot professional quality video.
3. Edit video to professional standards.
4. Record and edit professional quality sound.
5. Write and interpret film and television scripts.
6. Direct crew and creative talent on film and video projects.
7. Produce film and video projects by managing the budget and logistics of a shoot.

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

Name change: eliminating the word "studies" from the program title simplifies its name and helps communicate that this is a production-oriented degree (some programs use the term "film studies" to indicate only studying history and theory).

Curricular Changes: Making the video editing and post-production course required instead of an elective helps students build necessary skills for success in the major.

Learning Outcomes: These new learning outcomes better reflect the technical measures used to assess student skills and student learning in the program and will be reflected in the program's new assessment protocols.

Supporting Documents
Film and Television Studies_BA.xlsx
Film and Television Studies_BS.xlsx

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments
Sara Mahuron (sara) (Mon, 11 Oct 2021 16:03:45 GMT): reviewed learning outcomes. sjm
Rebecca Frost (rfrost) (Tue, 12 Oct 2021 17:59:01 GMT): Updated Degree Plans to reflect reduction in major elective credits.

Key: 109

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
# University of Idaho
## Curriculum Plan
### Film & Television Studies (B.A.)
Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.A. in Film & Television Studies from the University of Idaho.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall Semester</th>
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<th>Spring Semester</th>
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<td>BA</td>
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**General Education Checklist**

| WC | Written English | 6 cr |
| OC | Oral Communication | 2-3 cr |
| SCI | Science | 7-8 cr |
| M | Math | 3 cr |
| H | Humanities | 6 cr |
| SS | Social Science | 6 cr |
| AD | American Diversity | 3 cr |
| IN | International | 3 cr |
| SE | Senior Experience | varies |
# University of Idaho
## Curriculum Plan

### Film & Television Studies (B.A.)

Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.A. in Film & Television Studies from the University of Idaho.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall Semester</th>
<th>Credit</th>
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<tbody>
<tr>
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Total: 16 Total: 15

### Senior

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Total: 15 Total: 14
285: STATISTICS ACADEMIC CERTIFICATE

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

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

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

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

Last approved: Tue, 06 Jul 2021 20:28:52 GMT
Last edit: Mon, 08 Nov 2021 17:41:38 GMT
Changes proposed by: Mark Nielsen
Final Catalog
2022-2023

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

What is the teach-out plan?
Rationale for Inactivation

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Nielsen</td>
<td><a href="mailto:markn@uidaho.edu">markn@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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

Description of Change

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

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

Academic Level
Graduate

College
Science

Department/Unit:
Mathematics & Statistical Science

Effective Catalog Year
2022-2023

Program Title
Statistics Academic Certificate

Degree Type
Certificate

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

Program Credits
12

Attach Program Change

CIP Code
27.0501 - Statistics, General.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

**Financial Information**

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

Describe the financial impact

Curriculum:

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

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<tr>
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<td>STAT 517</td>
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<td>STAT 519</td>
<td>Multivariate Analysis</td>
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<td>STAT 535</td>
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<td>STAT 555</td>
<td>Statistical Ecology</td>
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<td>STAT 565</td>
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<td>Other advisor-approved electives</td>
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</table>

Total Hours 12

Courses to total 12 credits for this certificate

Degree Maps:

Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Where?

Student Learning Outcomes

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?
No

Learning Objectives

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

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

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

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

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

Key: 285

Choose Proposals to Bundle

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

Bundle Title:

Course:
Proposal A

Program:
Proposal B
464: NUTRITION MINOR

Export to PDF Export to Word

In Workflow
1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
   Michelle McGuire (smcguire): Approved for 063 Chair
2. Tue, 28 Sep 2021 20:07:44 GMT
   Beth Ropski (eropski): Approved for CALS Review
3. Tue, 28 Sep 2021 21:48:51 GMT
   Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
   Matthew Doumit (mdoumit): Approved for 07 Dean
   Dean Panttaja (panttaja): Approved for Provost's Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
   Dwaine Hubbard (dhubbard): Approved for Registrar's Office
9. Tue, 09 Nov 2021 19:21:03 GMT
   Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 09 Nov 2021 21:01:17 GMT
    Steve Stubbs (sstubbs): Rollback to Ready for UCC for UCC
    Steve Stubbs (sstubbs): Approved for Ready for UCC
12. Tue, 30 Nov 2021 23:41:18 GMT
    Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal
Date Submitted: Mon, 27 Sep 2021 19:17:12 GMT

Viewing: 464: Nutrition Minor

Last edit: Fri, 29 Oct 2021 22:53:24 GMT
Changes proposed by: Trevor White
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>Trevor White</td>
<td><a href="mailto:trevorw@uidaho.edu">trevorw@uidaho.edu</a></td>
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</table>

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Agricultural & Life Sciences

Department/Unit:
Family and Consumer Sciences

Effective Catalog Year
2022-2023

Program Title
Nutrition Minor

Degree Type
Minor

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

Program Credits
18

Attach Program Change

CIP Code
19.0599 - Foods, Nutrition, and Related Services, Other.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

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

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

Describe the financial impact

There should be extremely little financial impact with adding a Nutrition minor. All courses required are already being taught by the department with our current faculty.

Curriculum:

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<tr>
<td>FCS 473</td>
<td>Community Nutrition</td>
<td>3</td>
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<tr>
<td>FCS 411</td>
<td>Global Nutrition</td>
<td>3</td>
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</table>

Choose 6 credits from the following courses  

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>FCS 270</td>
<td>Scientific Principles of Food Preparation</td>
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<tr>
<td>FS 220</td>
<td>Food Safety and Quality</td>
</tr>
<tr>
<td>AGED 263</td>
<td>History of U.S. and World Agriculture</td>
</tr>
<tr>
<td>AGED 407</td>
<td>Global Agricultural &amp; Life Sciences Systems</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Food, Culture, and Society</td>
</tr>
<tr>
<td>FCS 370</td>
<td>Meal Management</td>
</tr>
<tr>
<td>FCS 361</td>
<td>Advanced Nutrition</td>
</tr>
<tr>
<td>FCS 492</td>
<td>Nutrition Education in the Life Cycle</td>
</tr>
<tr>
<td>FCS 475</td>
<td>Food Preservation</td>
</tr>
<tr>
<td>FCS 499</td>
<td>Directed Study</td>
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</table>

Total Hours 18

Courses to total 18 credits for this minor

Degree Maps:

**Distance Education Availability**

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

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

No

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

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

**Geographical Area Availability**

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

Moscow

Where?

**Student Learning Outcomes**

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

Learn and Integrate: Applies foundational nutrition knowledge to meet the needs of individuals, groups, and organizations.

Think and Create: Applies and integrates nutrition principles to ensure positive outcomes when addressing real-world nutrition issues.
Communicate: Effectively communicates evidence-based nutrition information to the public.
Clarify Purpose and Prospective: Applies community and population nutrition health theories when providing support to community or population nutrition programs through diverse global perspectives.
Practice Citizenship: Integrates evidence-informed practice, critical thinking, respect for diversity, and principles of sustainability, while working collaboratively to promote nutrition.

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

Student learning outcomes are assessed throughout the program. Learn and Integrate and Think and Create are assessed through course completion and exam scores in the FN 205 and 305 courses. Communicate, Clarify Purpose and Perspective, and Practice Citizenship are assessed through discussions, case studies, exams, and projects in the FN 491 Community Nutrition and FN 450 Global Nutrition courses.

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

Assessment findings are reviewed on an annual basis by food and nutrition faculty, and program changes are are implemented based on assessment findings.

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

Direct measures such as final course grades, exam scores and assignment/project scores will be used to assess student learning. Additionally, indirect measures may be incorporated into the assessment process by the specific course instructors or based on previous assessment findings.

When will assessment activities occur and at what frequency?

Assessment findings are reviewed on an annual basis by food and nutrition faculty.

**Student Learning Outcomes**

Have learning outcomes changed?

**Learning Objectives**

Learn and Integrate: Applies foundational nutrition knowledge to meet the needs of individuals, groups, and organizations.

Think and Create: Applies and integrates nutrition principles to ensure positive outcomes when addressing real-world nutrition issues.

Communicate: Effectively communicates evidence-based nutrition information to the public.

Clarify Purpose and Prospective: Applies community and population nutrition health theories when providing support to community or population nutrition programs through diverse global perspectives.

Practice Citizenship: Integrates evidence-informed practice, critical thinking, respect for diversity, and principles of sustainability, while working collaboratively to promote nutrition.

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

A nutrition minor has been frequently requested by students in different programs on campus such as child development, medical sciences, psychology, movement science, and food science. These individuals are usually seeking foundations in nutrition that they can implement into different professionals. Most do not plan to work directly in a nutrition field, although those going into the health professions are often expected to understand basic nutrition concepts. A nutrition minor will provide this foundation while increasing enrollment in nutrition courses.

All of the courses included in the curriculum are currently being offered, and there is room for growth in course enrollments. Additional workload will be minimal.

**Supporting Documents**

Requires TECC Review
No

**Department Voting Results**

No

**College Voting Results**

No

**Reviewer Comments**
Key: 464

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
445: BUSINESS LEADERSHIP CERTIFICATE

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. Provost’s Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 19 Oct 2021 17:59:10 GMT
   Scott Metlen (metlen): Approved for 079 Chair
2. Tue, 19 Oct 2021 18:07:26 GMT
   Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
   Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 21 Oct 2021 14:38:35 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
5. Thu, 21 Oct 2021 15:12:38 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Wed, 27 Oct 2021 23:05:00 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Wed, 27 Oct 2021 23:17:00 GMT
   Dwaine Hubbard (dhubbard): Approved for Registrar’s Office
8. Mon, 08 Nov 2021 17:44:46 GMT
   Ken Udas (kudas): Approved for Provost’s Office
   Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 30 Nov 2021 23:46:54 GMT
    Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 19 Oct 2021 16:40:34 GMT

Viewing: 445 : Business Leadership Certificate

Last edit: Mon, 08 Nov 2021 17:44:42 GMT

Changes proposed by: Steve Stubbs

Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%
Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Eveleth</td>
<td><a href="mailto:eveleth@uidaho.edu">eveleth@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Business

Effective Catalog Year
2022-2023

Program Title
Business Leadership Certificate

Degree Type
Certificate

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

Program Credits
12

Attach Program Change

CIP Code
52.0213 - Organizational Leadership.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
Yes

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
Yes

Financial Information

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

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

Describe the financial impact

While the impact of this specific certificate is "less than $250,000 per FY" this proposed certificate is part of a new program proposal from the College of Business and Economics (CBE) for an online B.A. degree. The CBE Dean will submit a budget proposal to fund the new positions needed to deliver the entire program.

Curriculum:

All required coursework must be completed with a grade of 'C' or better (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/).

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>ACCT 482</td>
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<tr>
<td>MHR 310</td>
<td>Leading Organizations and People</td>
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</tr>
<tr>
<td>MHR 312</td>
<td>Course MHR 312 Not Found</td>
<td>3</td>
</tr>
<tr>
<td>MIS 440</td>
<td>Data Visualization for Managerial Decision Making</td>
<td>3</td>
</tr>
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</table>

Total Hours 12

Courses to total 12 credits for this certificate.

Degree Maps:

Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Other

Where?

Online

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.

• Students completing the Business Leadership certificate will demonstrate understanding the interrelatedness of forecasts and assumptions regarding revenues, costs, and financing on financial statements. (ACCT 482)
• Students completing the Business Leadership certificate will demonstrate understanding the underlying principles of leading individuals, teams, and organizations. (MHR 310).
• Students completing the Business Leadership certificate will use experiences provided by and guided by the course to construct and articulate the impact of their experiences on their understanding of course content. (MHR 312)
• Students completing the Business Leadership certificate will develop data analytics skills to help improve decision making and provide visual insights for businesses to improve long term predictions and prescribe future actions. (MIS 440)
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

All four courses will use a variety of assessments during the semester such as exams, quizzes, and student projects to assess the concepts.

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

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.

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

Direct measures of student learning will be based on the development of projects and presentations. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

Assessment will include:
- Examination questions in ACCT 482, MHR 310, MHR 312, and MIS 440.
- The Applied Leadership course (i.e., MHR 312) will use oral and written reflections to assess levels of experiential learning.
- A project in MIS 440.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to additional certificates. Given the target audience for this certificate is the non-traditional, often working, student, student satisfaction scores are a particularly useful indirect assessment of learning.

When will assessment activities occur and at what frequency?

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives
- Students completing the Business Leadership certificate will demonstrate understanding the interrelatedness of forecasts and assumptions regarding revenues, costs, and financing on financial statements. (ACCT 482)
- Students completing the Business Leadership certificate will demonstrate understanding the underlying principles of leading individuals, teams, and organizations. (MHR 310).
- Students completing the Business Leadership certificate will use experiences provided by and guided by the course to construct and articulate the impact of their experiences on their understanding of course content. (MHR 312)
- Students completing the Business Leadership certificate will develop skill needed to communicate using visualization software. (MIS 440)

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

96.6% of Idaho businesses are small businesses with fewer than 500 employees. In Idaho, about 56% of employees work for small firms with fewer than 500 employees and 43% work for firms with fewer than 100 employees. On the national stage, family businesses generate over 50% of the US Gross National Product (GNP). In smaller businesses and family businesses it is nearly impossible to develop a career path that doesn't involve taking on a full or partial managerial role. Leadership is an essential skill for those who wish to succeed in managerial roles. This certificate is designed for people in small or large companies who are currently in managerial roles or for those who plan to move from an individual contributor role to a managerial role. The certificate gives students a strong background in leadership principles and practice and a foundation in the financial side of the organization and the ability to use visualization software to help make better decisions and to communicate complex information effectively.

Regarding "how the department will manage the added workload": ACCT 482 and MIS 440 are already delivered via an online format and the courses have excess capacity, so including them requires no new resources. Delivering the online section(s) of MHR 310 and the new course (i.e., MHR 312) is contingent upon resources generated from a proposal that Dean Marc Chopin has presented to the Provost to fund hiring three new instructors, for a total teaching capacity of 18 sections per year (i.e., 2 instructors times 7 sections/year plus one instructor who will deliver 4 sections/year plus serve as the director of the new online programs.

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

**Ken Udas (kudas) (Mon, 08 Nov 2021 17:44:42 GMT):** This certificate is available for 100% online delivery. A student need not be physically present on a campus. There is no budgetary request being made. All budgetary need it being negotiated elsewhere. No additional funding is being approved here.

Key: 445

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
454: ENTREPRENEURSHIP MINOR

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

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

New Program Proposal
Date Submitted: Thu, 02 Sep 2021 21:35:39 GMT

Viewing: 454: Entrepreneurship Minor
Last edit: Thu, 02 Dec 2021 16:50:13 GMT
Changes proposed by: George Tanner
Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact

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

Description of Change

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

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Business

Effective Catalog Year
2022-2023

Program Title
Entrepreneurship Minor

Degree Type
Minor

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

Program Credits
18

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

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

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

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

Describe the financial impact

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

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

<table>
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<td>ENTR 414</td>
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<td>ENTR 415</td>
<td>New Venture Creation</td>
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Technical Elective (from major field of study) 3

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<tbody>
<tr>
<td>AGEC 478</td>
<td>Advanced Agribusiness Management</td>
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<tr>
<td>ARCH 475</td>
<td>Professional Practice</td>
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<td>ART 410</td>
<td>Professional Practices</td>
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<td>ART 490</td>
<td>BFA Art/Design Studio</td>
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<td>BE 478</td>
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<td>BE 479</td>
<td>Engineering Design II</td>
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<td>BUS 490</td>
<td>Strategic Management</td>
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<td>CHE 451</td>
<td>Environmental Management and Design</td>
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<td>ECE 483</td>
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<td>FS 489</td>
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<td>Population Dynamics and Distribution</td>
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<td>GEOG 385</td>
<td>GIS Primer</td>
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<td>ME 410</td>
<td>Principles of Lean Manufacturing</td>
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<td>ME 426</td>
<td>Mechanical Systems Design II</td>
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<td>MIS 353</td>
<td>Application Development</td>
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<td>MKTG 428</td>
<td>Marketing Management</td>
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Choose 9 credits from the following courses: 9

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Total Hours 18

Degree Maps:

**Distance Education Availability**

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

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education? No
Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Moscow

Where?

Student Learning Outcomes

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

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

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

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

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

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

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

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

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

When will assessment activities occur and at what frequency?

The degree will receive three types of quality review. First, the program and component certificates, will be assessed by the College of Business and Economics. Some learning objectives will be assessed each semester. Each learning objective will be assessed at
Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

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

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

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

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

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

The rationale for the newly-proposed courses is attached.

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

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

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

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

Bundle Title:

Course:
Proposal A
Program:
Proposal B

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

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
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<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
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<tr>
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<td>53</td>
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<td>B. Shifting enrollments</td>
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II. REVENUE

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<tbody>
<tr>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
</tr>
<tr>
<td>1. New Appropriated Funding Request</td>
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<td></td>
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</tr>
<tr>
<td>2. Institution Funds</td>
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<tr>
<td>3. Federal</td>
<td></td>
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<tr>
<td>4. New Tuition Revenues from Increased Enrollments</td>
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<td>6. Other (i.e., Gifts)</td>
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<tr>
<td>Total Revenue</td>
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<td>$0</td>
<td>$60,000</td>
<td>$0</td>
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</tbody>
</table>

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

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

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2. Faculty</td>
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<td>3. Adjunct Faculty</td>
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<td>$15,000</td>
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<tr>
<td>4. Graduate/Undergrad Assistants</td>
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<tr>
<td>5. Research Personnel</td>
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<tr>
<td>6. Directors/Administrators</td>
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</tr>
<tr>
<td>7. Administrative Support Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9. Other:</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Personnel and Costs</strong></td>
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<table>
<thead>
<tr>
<th></th>
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<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Operating Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Travel</td>
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<tr>
<td>2. Professional Services</td>
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<td></td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Communications</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Materials and Supplies</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>$2,000.00</td>
<td>$2,500.00</td>
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<tr>
<td>6. Rentals</td>
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</table>
### 7. Materials & Goods for Manufacture & Resale

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
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</thead>
<tbody>
<tr>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
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**Total Operating Expenditures**

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
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<tr>
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<td>$0</td>
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<tr>
<td>$3,500</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

### 8. Miscellaneous

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

**Total Capital Outlay**

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### C. Capital Outlay

1. Library Resources

2. Equipment

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Total Capital Outlay**

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

### TOTAL EXPENDITURES:

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
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</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>$0</td>
<td>$17,500</td>
<td>$0</td>
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<tr>
<td>$0</td>
<td>$0</td>
<td>$18,000</td>
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<tr>
<td>$18,500</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

### Net Income (Deficit)

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
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</thead>
<tbody>
<tr>
<td>$40,000</td>
<td>$0</td>
<td>$42,500</td>
<td>$0</td>
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<tr>
<td>$0</td>
<td>$0</td>
<td>$52,000</td>
<td>$0</td>
</tr>
<tr>
<td>$51,500</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I.A.B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.</td>
</tr>
<tr>
<td>Revenue Calculations assume an average tuition of $400 per credit hour, approximating the cost for a 15 credit student or part-time student.</td>
</tr>
</tbody>
</table>
### Key:
- **Input:** input cells have yellow background
- **Input:** input for projected enrollment

### Student Tuition: 2019-2020 Coefficients

<table>
<thead>
<tr>
<th>In-State Tuition UG/Credit</th>
<th>$2,389 Per Credit Cost</th>
<th>In-State Tuition UG/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Course Fee/Credit</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Enrollment Mix - Full Time</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Enrollment Mix - Part Time</td>
<td>60%</td>
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</tr>
</tbody>
</table>

### Total Revenue

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$342,735</td>
<td>$705,180</td>
<td>$1,053,390</td>
</tr>
</tbody>
</table>

### I. Planned Enrollments

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>35</td>
<td>53</td>
<td>71</td>
</tr>
</tbody>
</table>

### II. Tuition Revenue Totals

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$342,735</td>
<td>$705,180</td>
<td>$1,053,390</td>
</tr>
</tbody>
</table>

### V. Student Fees Revenue

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

- **Expected revenues**
  - Online course fees $35 per credit

<table>
<thead>
<tr>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Students - 15 Credits/Yr</td>
<td>37</td>
<td>$ -</td>
<td>76</td>
</tr>
<tr>
<td>Full Time Students - 30 Credits/Yr</td>
<td>16</td>
<td>$ -</td>
<td>33</td>
</tr>
<tr>
<td>Category</td>
<td>Ongoing FY23</td>
<td>One-Time FY23</td>
<td>Ongoing FY24</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tenure Track Faculty</td>
<td>$160,000</td>
<td>$160,000</td>
<td>$160,000</td>
</tr>
<tr>
<td>2. Clinical Faculty</td>
<td>$24,000</td>
<td>$2,064</td>
<td>$24,000</td>
</tr>
<tr>
<td>3. Adjunct Faculty</td>
<td>$102,000</td>
<td>$29,988</td>
<td>$10,000</td>
</tr>
<tr>
<td>Admin Support Personnel</td>
<td>$12,500</td>
<td>$5,106</td>
<td>$62,500</td>
</tr>
<tr>
<td>Directors/Administrators</td>
<td>$102,000</td>
<td>$29,988</td>
<td>$10,000</td>
</tr>
<tr>
<td>Clinical Staff</td>
<td>$102,000</td>
<td>$29,988</td>
<td>$10,000</td>
</tr>
<tr>
<td>Tech Support</td>
<td>$12,500</td>
<td>$5,106</td>
<td>$62,500</td>
</tr>
</tbody>
</table>

Estimated Hiring Costs

- Fringe rates: FY22
- Estimated hiring salaries
- Coefficients

Faculties:
- Tenure-track
- Clinical
- Adjunct

Admin Support:
- Info. Tech. Staff
- Tech. Support

Directors/Administrators:
- Tenure-track
- Clinical
- Adjunct

Inflation adj. 0%
### Cost estimates:

<table>
<thead>
<tr>
<th>Input</th>
<th>Coefficients</th>
<th>Inflation adj.</th>
<th>Marketing Maintenance</th>
<th>Miscellaneous</th>
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<tr>
<td>$2,500</td>
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### Totals

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>$53,000</td>
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### Travel

1. Travel for recruiting
2. Conference travel @ $2,500

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<thead>
<tr>
<th>Ongoing</th>
<th>One-Time</th>
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<td>FY 24</td>
</tr>
<tr>
<td>$8,000</td>
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### Communications/Marketing

1. Annual marketing & Advertising

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<tbody>
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<tr>
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<td>$30,000</td>
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### Materials and Supplies

3. Supplies - Books, software, etc.

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<tr>
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### Miscellaneous

4. Director, Faculty & Staff

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<thead>
<tr>
<th>Ongoing</th>
<th>One-Time</th>
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<td>FY 24</td>
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<tr>
<td>$2,000</td>
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</tbody>
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**Input cells have yellow background**
### Equipment

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<th>Ongoing FY 24</th>
<th>Ongoing FY 25</th>
<th>Ongoing FY 26</th>
<th>One-Time FY 23</th>
<th>One-Time FY 24</th>
<th>One-Time FY 25</th>
<th>One-Time FY 26</th>
</tr>
</thead>
<tbody>
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<td>Computers</td>
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</tr>
<tr>
<td>1. Computer in FY23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
</tr>
<tr>
<td>2. Computer in FY26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
</tr>
<tr>
<td>3. New Computers purchased in FY23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
</tr>
<tr>
<td>4. Recording Equipment &amp; Setup</td>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
<td>$8,400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. External Cameras &amp; Microphone for Laptops</td>
<td>$810</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>$13,210</td>
<td>$13,210</td>
<td>$13,210</td>
<td>$13,210</td>
<td>$13,210</td>
<td>$13,210</td>
<td>$13,210</td>
<td>$13,210</td>
</tr>
</tbody>
</table>

**Key:**
- Input cells have yellow background

### Cost Estimates

- **Cost of Computers:** $2,800
- **Recording Equip & Setup:** $4,000
- **External Camera:** $170
- **External Microphone:** $100
- **Inflation adj.:** 0%

<table>
<thead>
<tr>
<th>Category</th>
<th>Ongoing FY 23</th>
<th>Ongoing FY 24</th>
<th>Ongoing FY 25</th>
<th>Ongoing FY 26</th>
<th>One-Time FY 23</th>
<th>One-Time FY 24</th>
<th>One-Time FY 25</th>
<th>One-Time FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
<td>$2,800</td>
</tr>
</tbody>
</table>

**Totals:**
- **FY 23:** $13,210
- **FY 24:** $13,210
- **FY 25:** $13,210
- **FY 26:** $13,210
Program Resource Requirements.
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

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

II. REVENUE

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

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

III. EXPENDITURES
### A. Personnel Costs

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. FTE</td>
<td>3.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>2. Faculty</td>
<td>$156,800.00</td>
<td>$156,800.00</td>
<td>$276,800.00</td>
<td>$355,200.00</td>
</tr>
<tr>
<td>3. Adjunct Faculty</td>
<td>24,000</td>
<td>24,000</td>
<td>24,000</td>
<td>24,000</td>
</tr>
<tr>
<td>4. Graduate/Undergrad Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Research Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Directors/Administrators</td>
<td>102,000</td>
<td>102,000</td>
<td>102,000</td>
<td>102,000</td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td>83,251</td>
<td>103,651</td>
<td>138,931</td>
<td>161,981</td>
</tr>
<tr>
<td>9. Other</td>
<td></td>
<td>30,000</td>
<td>5,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>

**Total Personnel and Costs**

<table>
<thead>
<tr>
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<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Personnel Costs</td>
<td>$378,551</td>
<td>$30,000</td>
<td>$448,951</td>
<td>$5,000</td>
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</table>

### B. Operating Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Travel</td>
<td>$15,500.00</td>
<td>$15,500.00</td>
<td>$18,000.00</td>
<td>$20,500.00</td>
</tr>
<tr>
<td>2. Professional Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communications</td>
<td>$30,000.00</td>
<td>$30,000.00</td>
<td>$30,000.00</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>5. Materials and Supplies</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>$2,000.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>6. Rentals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draft-November 6, 2015
Page 9
## 7. Materials & Goods for Manufacture & Resale

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000.00</td>
<td>$2,300.00</td>
<td>$2,645.00</td>
<td>$3,041.75</td>
<td></td>
</tr>
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</table>

**Total Operating Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$49,000</td>
<td>$0</td>
<td>$49,300</td>
<td>$0</td>
<td>$52,645</td>
</tr>
</tbody>
</table>

## 8. Miscellaneous

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13,210.00</td>
<td>$0.00</td>
<td>$2,800.00</td>
<td>$11,200.00</td>
<td></td>
</tr>
</tbody>
</table>

## C. Capital Outlay

### 1. Library Resources

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13,210.00</td>
<td>$0.00</td>
<td>$2,800.00</td>
<td>$11,200.00</td>
<td></td>
</tr>
</tbody>
</table>

**Total Capital Outlay**

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$13,210</td>
<td>$0.00</td>
<td>$2,800.00</td>
<td>$11,200.00</td>
</tr>
</tbody>
</table>

**TOTAL EXPENDITURES:**

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>$427,551</td>
<td>$43,210</td>
<td>$498,251</td>
<td>$5,000</td>
<td>$656,876</td>
</tr>
<tr>
<td>$656,876</td>
<td>$12,800</td>
<td>$761,723</td>
<td>$31,200</td>
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</tr>
</tbody>
</table>

**Net Income (Deficit)**

<table>
<thead>
<tr>
<th></th>
<th>FY 23</th>
<th>FY 24</th>
<th>FY 25</th>
<th>FY 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>-$84,816</td>
<td>-$43,210</td>
<td>$206,929</td>
<td>-$5,000</td>
<td>$396,514</td>
</tr>
<tr>
<td>$396,514</td>
<td>-$12,800</td>
<td>$645,352</td>
<td>-$31,200</td>
<td></td>
</tr>
</tbody>
</table>

**Net Income Yr over Yr**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-$128,026</td>
</tr>
<tr>
<td>$73,903</td>
</tr>
<tr>
<td>$457,616</td>
</tr>
<tr>
<td>$1,071,769</td>
</tr>
</tbody>
</table>

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

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

ENTR 314 Design Thinking and Innovation

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

ENTR 315 New Venture Feasibility Analysis

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

ENTR 316 Business Model Design

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

ENTR 317 Intellectual Property and Legal Issues

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

ENTR 318 New Venture Prototype Development

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

ENTR 319 New Venture Marketing

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

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

ENTR 321 Financial Literacy for Entrepreneurs

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

ENTR 322 Social Entrepreneurship

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

ENTR 323 Launching Tech Ventures

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

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

Required:

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

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 414</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective (from major field of study)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Plus Six (6) Credits from ENTR Courses below</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENTR 314</td>
<td>Ideation, Innovation, and Design Thinking</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 315</td>
<td>Feasibility Analysis</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 316</td>
<td>Business Model Design</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 317</td>
<td>Intellectual Property and Legal Issues for New Ventures</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 318</td>
<td>Prototype Development</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 319</td>
<td>New Venture Marketing</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 320</td>
<td>Funding a New Venture</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 321</td>
<td>New Venture Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 322</td>
<td>Social Ventures</td>
<td>1</td>
</tr>
<tr>
<td>ENTR 323</td>
<td>Tech Ventures</td>
<td></td>
</tr>
<tr>
<td>ENTR 415</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
</tbody>
</table>
452: BUSINESS ADMINISTRATION (B.B.A.)

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13Dean (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
%
deletejustification.eschtml%

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)

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<td>52.0302</td>
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<tr>
<td>52.0804</td>
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<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/](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>
<tr>
<td>ENGL 207</td>
<td>Persuasive Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>Personal &amp; Exploratory Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Business Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 317</td>
<td>Technical Writing</td>
<td></td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Critical Thinking</td>
<td></td>
</tr>
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</table>

Choose a writing elective from the following:

Choose four of the following five certificates:


Capstone Course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 490</td>
<td>Strategic Management</td>
<td>3</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>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td></td>
<td><strong>14</strong></td>
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**Spring Term 1**

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<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<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>Humanistic and Artistic Ways of Knowing Course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>American Diversity Course</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Hours</strong></td>
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**Fall Term 2**

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<th>Hours</th>
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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>Social and Behavioral Ways of Knowing</td>
<td>3</td>
<td></td>
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<tr>
<td>Scientific Ways of Knowing Course</td>
<td>4</td>
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<tr>
<td>Certificate Course, Major Elective Course</td>
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</tr>
<tr>
<td><strong>Hours</strong></td>
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<td><strong>16</strong></td>
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**Spring Term 2**

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<thead>
<tr>
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<tbody>
<tr>
<td>ACCT 202</td>
<td>Introduction to Managerial Accounting</td>
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</tr>
<tr>
<td>Humanistic and Artistic Ways of Knowing Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>International 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><strong>Hours</strong></td>
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**Fall Term 3**

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Hours</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>
<td>3</td>
<td></td>
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<tr>
<td><strong>Hours</strong></td>
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**Spring Term 3**

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<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<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>Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
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**Fall Term 4**

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<tr>
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<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>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
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**Spring Term 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</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>
</tr>
<tr>
<td>Certificate Course, Major Elective Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td></td>
<td><strong>14</strong></td>
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</table>

**Total Hours**

| 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 formwork 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 common 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.
Dwaine 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 too 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
# 41: REGULATION J-3-B ADDITION

## In Workflow
1. Registrar’s Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

## Approval Path
1. Tue, 30 Nov 2021 18:58:32 GMT
   - Steve Stubbs (sstubbs): Approved for Registrar’s Office
2. Wed, 01 Dec 2021 18:33:44 GMT
   - Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 07 Dec 2021 18:15:59 GMT
   - Steve Stubbs (sstubbs): Approved for UCC
4. Tue, 07 Dec 2021 23:28:35 GMT
   - Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

## New Proposal
Date Submitted: Tue, 30 Nov 2021 16:38:13 GMT

## Viewing: Regulation J-3-b addition

### Last edit: Tue, 30 Nov 2021 16:38:12 GMT
Changes proposed by: Rebecca Frost

## Faculty Contact

<table>
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<th>Faculty Name</th>
<th>Faculty Email</th>
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</thead>
<tbody>
<tr>
<td>Rebecca Frost</td>
<td><a href="mailto:catalog@uidaho.edu">catalog@uidaho.edu</a></td>
</tr>
</tbody>
</table>

## Request Type
Add/Drop/Change an academic regulation

## Effective Catalog Year
2022-2023

## Title
Regulation J-3-b addition

## Request Details

- J-3-b. Oral Communication (2-3 credits)
- Add: AGED 101 Verbal Communication in Agriculture (3 credits)
- Change: COMM 101 Fundamentals of Oral Communications (3 credits*)
  - *change is currently going through the UCC to change COMM 101 from 2 to 3 credits. This change is contingent on that occurrence.

See attached file for full list of approved Oral Communication courses.

## Supporting Documents
J-3-b Oral Communication.docx

Key: 41
J-3-b. Oral Communication (2-3 credits)

Students who receive a passing grade in one of the following courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AGED 101</td>
<td>Verbal Communication in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 150</td>
<td>Online Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Reason and Rhetoric</td>
<td>2</td>
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42: REGULATION J-3-C ADDITION

In Workflow
1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path
1. Tue, 30 Nov 2021 19:01:00 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Wed, 01 Dec 2021 18:33:48 GMT
   Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 07 Dec 2021 18:16:02 GMT
   Steve Stubbs (sstubbs): Approved for UCC
   Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Proposal
Date Submitted: Tue, 30 Nov 2021 16:42:18 GMT

Viewing: Regulation J-3-c addition
Last edit: Tue, 30 Nov 2021 16:42:18 GMT
Changes proposed by: Rebecca Frost

Faculty Contact

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<tr>
<td>Rebecca Frost</td>
<td><a href="mailto:catalog@uidaho.edu">catalog@uidaho.edu</a></td>
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</tbody>
</table>

Request Type
Add/Drop/Change an academic regulation

Effective Catalog Year
2022-2023

Title
Regulation J-3-c addition

Request Details
J-3-c Scientific Ways of Knowing
Add: GEOL 212 Dinosaurs and Prehistoric Life (4 credits)
See attachment for full listing of approved courses.

Supporting Documents
J-3-c Science.docx

Key: 42
J-3-c. Scientific Ways of Knowing (8 credits, from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab)

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas:

1. knowledge of scientific principles;
2. the ability to write clearly and concisely using the style appropriate to the sciences;
3. the ability to interpret scientific data;
4. the ability to analyze experimental design critically; and
5. the development of laboratory skills.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>Biology and Society and Biology and Society Lab</td>
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<tr>
<td>&amp; 102L</td>
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<tr>
<td>BIOL 114</td>
<td>Organisms and Environments</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 115L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 250</td>
<td>General Microbiology and General Microbiology Lab</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BIOL 255</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Introduction to Chemistry and Introduction to Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 101L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>5</td>
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<tr>
<td>&amp; 112L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORS 205-297</td>
<td>Introduction to Environmental Science and Field Activities in Environmental Sciences</td>
<td>3</td>
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<td>Fundamentals of Physics and Fundamentals of Physics Lab</td>
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<td>PHYS 103</td>
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<td>&amp; PHYS 104</td>
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<td>&amp; 111L</td>
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<td>&amp; 112L</td>
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<td>&amp; 211L</td>
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<td>Engineering Physics II and Laboratory Physics II</td>
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<td>&amp; SOIL 206</td>
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</table>
364: WILDLIFE SCIENCES (BS)

Export to PDF Export to Word

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

Approval Path
1. Fri, 17 Sep 2021 23:47:11 GMT
   Rebecca Frost (rfrost): Approved for Registrar’s Office
2. Fri, 17 Sep 2021 23:48:20 GMT
   Lisette Waits (lwaits): Approved for 150 Chair
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
4. Wed, 29 Sep 2021 20:02:18 GMT
   Dennis Becker (drbecker): Approved for 11 Dean
5. Thu, 30 Sep 2021 22:16:25 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
6. Tue, 05 Oct 2021 19:28:24 GMT
   Sara Mahuron (sara): Approved for Assessment
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 12 Oct 2021 18:50:37 GMT
   Rebecca Frost (rfrost): Approved for Registrar’s Office
10. Tue, 19 Oct 2021 18:26:51 GMT
    Steve Stubbs (sstubbs): Approved for UCC
11. Thu, 03 Feb 2022 00:19:41 GMT
    Jennifer Valkovic (jvalkovic): Approved for Faculty Senate Chair

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

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

Viewing: 364 : Wildlife Sciences (BS)
Last edit: Thu, 03 Feb 2022 00:19:37 GMT

Changes proposed by: Lisette Waits

Final Catalog
2022-2023
What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisette Waits</td>
<td><a href="mailto:lwaits@uidaho.edu">lwaits@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)
- Change curriculum requirements
- Add/Edit Learning Outcomes
- Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

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

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

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Fish & Wildlife Sciences

Effective Catalog Year
2022-2023

Program Title
Wildlife Sciences (BS)

Degree Type
Major

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

Program Credits
120

Attach Program Change

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

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?
Will the program be a statewide responsibility?

**Financial Information**

What is the financial impact of the request?

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

Discribe the financial impact

Curriculum:

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

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

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

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<thead>
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<tr>
<td>BIOL 114</td>
<td>Organisms and Environments</td>
<td>4</td>
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<tr>
<td>BIOL 115 &amp; 115L</td>
<td>Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory</td>
<td>4</td>
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<tr>
<td>BIOL 213</td>
<td>Structure and Function Across the Tree of Life</td>
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<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
<td>2</td>
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<tr>
<td>ECON 202 or ECON 272</td>
<td>Principles of Microeconomics or Foundations of Economic Analysis</td>
<td>3-4</td>
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<tr>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>FOR/REM 221/WLF 220</td>
<td>Principles of Ecology</td>
<td>3</td>
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<tr>
<td>FOR 235</td>
<td>Society and Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>FOR 375</td>
<td>Fundamentals of Geomatics</td>
<td>3</td>
</tr>
<tr>
<td>NR 101</td>
<td>Exploring Natural Resources</td>
<td>2</td>
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<tr>
<td>NRS 383</td>
<td>Natural Resource and Ecosystem Service Economics</td>
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<tr>
<td>STAT 251</td>
<td>Statistical Methods</td>
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<tr>
<td>WLF 102</td>
<td>The Fish and Wildlife Professions</td>
<td>1</td>
</tr>
<tr>
<td>WLF 201</td>
<td>Fish and Wildlife Applications</td>
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<td>WLF 370</td>
<td>Management and Communication of Scientific Data</td>
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<tr>
<td>WLF 314</td>
<td>Ecology of Terrestrial Vertebrates</td>
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<td>WLF 315</td>
<td>Techniques Laboratory</td>
<td>2</td>
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<td>WLF 398</td>
<td>Renewable Natural Resources Internship</td>
<td>1-16</td>
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Select two of the following:

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

*Emphasis*

Select one of the following emphases:

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

**Total Hours**

100-132
### A. Conservation Law Enforcement Emphasis

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<td>PHIL 103</td>
<td>Introduction to Ethics</td>
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<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<td>WLF 205</td>
<td>Wildlife Law Enforcement</td>
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<tr>
<td>WLF 440</td>
<td>Conservation Biology</td>
<td>3</td>
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<tr>
<td>WLF 448</td>
<td>Fish and Wildlife Population Ecology</td>
<td>4</td>
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<td>WLF 492</td>
<td>Wildlife Management</td>
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Select one of the following:

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<tbody>
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<td>CHEM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
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Select one of the following Physical Sciences with lab:

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<td>PHYS 100 &amp; 100L</td>
<td>Fundamentals of Physics and Fundamentals of Physics Lab</td>
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<td>General Physics I and General Physics I Lab</td>
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<tr>
<td>SOIL 205 &amp; SOIL 206</td>
<td>The Soil Ecosystem and The Soil Ecosystem Lab</td>
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Select one of the following Plant ID courses:

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

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

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

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<td>CRIM 339</td>
<td>Crime and the Media</td>
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<td>CRIM 334</td>
<td>Police and Social Control</td>
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<td>CRIM 415</td>
<td>Citizen’s Police Academy</td>
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<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
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<td>PSYC 319</td>
<td>Environmental Psychology</td>
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<td>PSYC 320</td>
<td>Introduction to Social Psychology</td>
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<td>SOC 201</td>
<td>Introduction to Inequity and Justice</td>
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<td>SOC 230</td>
<td>Social Problems</td>
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<td>SOC 343</td>
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### SOC 420 Sociology of Law

**Total Hours**

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Courses to total 120 credits for this degree

### B. Human-Wildlife Interactions Emphasis

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<td>WLF 411</td>
<td>Wildland Habitat Ecology and Assessment</td>
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<td>Wildlife Management</td>
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<tr>
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<td>NRS 311</td>
<td>Public Involvement in Natural Resource Management</td>
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<tr>
<td>NRS 386</td>
<td>Managing Complex Environmental Systems</td>
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Select one of the following:

- HIST 424 | American Environmental History                   | 3     |
- NRS 462 | Natural Resource Policy                          |       |
- NRS 475 | Local and Regional Environmental Planning        |       |
- NRS 488 | NEPA in Policy and Practice                      |       |

Select one of the following Chemistry courses:

- CHEM 101 & 101L | Introduction to Chemistry and Introduction to Chemistry Laboratory | 4     |
- CHEM 111 & 111L | General Chemistry I and General Chemistry I Laboratory |       |

Select one of the following Math courses:

- MATH 143 | College Algebra                                  | 3-4   |
- MATH 160 | Survey of Calculus                               |       |
- MATH 170 | Calculus I                                       |       |

Select one of the following Botany courses:

- REM 341 | Systematic Botany                                | 3     |
- REM 252 & 253 | Wildland Plant Identification and Wildland Plant Identification Field Studies |       |

Select one of the following Tribal & Indigenous history and perspectives courses:

- HIST 316 | American Indian History                          | 3     |
- AIST 314 | Tribal Sovereignty and Federal Policy            |       |
- AIST 344 | Indigenous Ways of Knowing                       |       |

Select one of the following Human Behavior and social process courses:

- ANTH 420 | Anthropological History and Theory               | 3     |
- COMM 410 | Conflict Management                              |       |
- NRS 387 | Environmental Communication Skills               |       |
- POLS 439 | Public Policy                                    |       |
- PSYC 320 | Introduction to Social Psychology                |       |
- SOC 340 | Environmental Sociology and Globalization       |       |

**Total Hours**

<table>
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<th>Hours</th>
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Courses to total 120 credits for this degree

### C. Wildlife Science and Management Emphasis

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<td>WLF 371</td>
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</tr>
<tr>
<td>WLF 411</td>
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<td>2</td>
</tr>
<tr>
<td>WLF 440</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>WLF 448</td>
<td>Fish and Wildlife Population Ecology</td>
<td>4</td>
</tr>
<tr>
<td>WLF 492</td>
<td>Wildlife Management</td>
<td>4</td>
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</tbody>
</table>

Select one of the following:

- CHEM 101 & 101L | Introduction to Chemistry and Introduction to Chemistry Laboratory | 4     |
### CHEM 111 & 111L
- General Chemistry I
- and General Chemistry I Laboratory

Select one of the following:
- 4

<table>
<thead>
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<th>Title</th>
<th>Lab</th>
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<tr>
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<td>Physical Geology</td>
<td>Physical Geology Lab</td>
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<tr>
<td>PHYS 100 &amp; 100L</td>
<td>Fundamentals of Physics</td>
<td>Fundamentals of Physics Lab</td>
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<td>PHYS 111 &amp; 111L</td>
<td>General Physics I</td>
<td>General Physics I Lab</td>
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<tr>
<td>SOIL 205 &amp; SOIL 206</td>
<td>The Soil Ecosystem</td>
<td>The Soil Ecosystem Lab</td>
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Select one of the following:
- 4

<table>
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<tbody>
<tr>
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<td>MATH 170</td>
<td>Calculus I</td>
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Select one of the following:
- 3

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FOR 220</td>
<td>Forest Biology &amp; Dendrology</td>
</tr>
<tr>
<td>REM 341</td>
<td>Systematic Botany</td>
</tr>
<tr>
<td>REM 252 &amp; REM 253</td>
<td>Wildland Plant Identification and Wildland Plant Identification Field Studies</td>
</tr>
</tbody>
</table>

Select one of the following:
- 3

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<td>General Genetics</td>
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<td>Organic Chemistry I</td>
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<td>FOR/NRS 484</td>
<td>Forest Policy and Administration</td>
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<td>NRS 311</td>
<td>Public Involvement in Natural Resource Management</td>
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<td>Politics of the Environment</td>
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<td>NRS 488</td>
<td>NEPA in Policy and Practice</td>
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### Total Hours
- 40-42

### Courses to total 120 credits for this degree

### Degree Maps:

#### A. Conservation Law Enforcement Emphasis

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

**Hours**
- 14

**Spring Term 1**
- BIOL 114: Organisms and Environments
- ENGL 102: Writing and Rhetoric II
- WLF 102: The Fish and Wildlife Professions
- CRIM 101: Introduction to Criminology
- ECON 202 OR ECON 272

**Hours**
- 14

**Fall Term 2**
- BIOL 115: Cells and the Evolution of Life
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<td>Statistical Methods</td>
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**Fall Term 3**

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<td>Techniques Laboratory</td>
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<td>SOC 101</td>
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<td>FISH 314 OR FISH 430 OR WLF 371 OR WLF 411</td>
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<td>FISH 398 OR WLF 398</td>
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<td>Fish and Wildlife Population Ecology</td>
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<td>Introduction to Ethics</td>
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<td>WLF 440</td>
<td>Conservation Biology</td>
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**Total Hours**

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### B. Human-Wildlife Interactions Emphasis

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<td>Introduction to Chemistry Laboratory</td>
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<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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**Spring Term 1**

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<td>Organisms and Environments</td>
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<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
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<td>WLF 102</td>
<td>The Fish and Wildlife Professions</td>
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**Fall Term 2**

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### C. Wildlife Science and Management Emphasis

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<td>WLF 440</td>
<td>Conservation Biology</td>
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**Distance Education Availability**

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

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

No

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

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

**Geographical Area Availability**

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

Moscow
Where?

**Student Learning Outcomes**

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

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?
Yes

**Learning Objectives**

**Shared Outcomes**

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

**Science and Management Emphasis area**

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

**Conservation Law Enforcement Emphasis area**

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

**Human Wildlife Emphasis area**

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

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

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

**Supporting Documents**

Requires TECC Review
No

**Department Voting Results**
College Voting Results

Reviewer Comments

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

Jennifer Valkovic (jvalkovic) (Thu, 03 Feb 2022 00:19:37 GMT): approved at faculty senate meeting 17 02.01.22.

Key: 364

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

Bundle Title:

Course:
Proposal A
Program:
Proposal B

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

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

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

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

Viewing: 472: Wildland Fuel and Fire Technology (A.S.)
Last edit: Thu, 20 Jan 2022 00:33:32 GMT

Changes proposed by: Charles Goebel

Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%
Attach State Form

Faculty Contact

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

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Forest, Rangeland & Fire Sci

Effective Catalog Year
2022-2023

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

Degree Type
Major

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

Program Credits
81

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

CIP Code
03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
Yes

Financial Information

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

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

Describe the financial impact

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

Curriculum:

Required course work includes:

<table>
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<tr>
<th>Code</th>
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Total Hours 81

Total credits for required for this degree: 81

Degree Maps:

Distance Education Availability

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

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

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

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

**Geographical Area Availability**

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

Moscow

Where?

**Student Learning Outcomes**

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

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

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

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

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

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

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

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

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

Direct assessment measures include:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands - exercises and exams associated with and FOR 254 Fire Environment.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface - exercises and exams FOR 253 Introduction to Fuels Inventory and Sampling and final project associated with FOR 226 Wildland-Urban Interface Assessment and Communication.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques - field-based exercises and exam associated with FOR 111 Saws and Pumps and projects associated with FOR 444 Prescribed Burning for Ecologically Based Fire Management.
Wildfires continue to significantly impact the U.S., a trend that is predicted to continue into the future. In 2020, the National Interagency Fire Center (NIFC) reported over 10 million acres of forests and rangelands burned from over 58,950 reported fires, with 38% of this acreage burning California alone. Nationally, the impact of these wildfires was extensive – 17,904 were destroyed in 2020 and over 30,000 firefighters deployed in fire suppression efforts, costing an estimated $2.3 billion of federal funds. Although these statistics were almost double in 2020 than 2019, the 5-year and 10-year trends suggest that the wildfire issue is likely to continue to worsen as the wildfire season increases due to prolonged drought and warming temperatures in the western U.S. Corresponding to the increase in wildfire activity, requests for firefighting resources in 2020 were near or above the 10-year average.

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

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

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

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

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

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

Requires TECC Review
No

Department Voting Results

College Voting Results

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

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

Bundle Title:
Course:
Proposal A
Program:
Proposal B

Submit Cancel
Subject: Letter of Support for University of Idaho

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

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

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

Sincerely,

/s/ Heath Cota

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

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

Subject: Letter of Support for University of Idaho

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

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

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

Sincerely,

Selina Miles

Forester

Nez Perce Tribe Forestry and Fire Management

116 Veterans Ave

Lapwai, Idaho, 83540

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

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
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14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

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

New Program Proposal

Date Submitted: Tue, 21 Sep 2021 19:01:40 GMT

Viewing: 461 : Forest Operations and Technology (A.S.)

Last edit: Fri, 14 Jan 2022 23:54:28 GMT
Changes proposed by: Charles Goebel
Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%
Attach State Form

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<td><a href="mailto:cgoebel@uidaho.edu">cgoebel@uidaho.edu</a></td>
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</table>

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Forest, Rangeland & Fire Sci

Effective Catalog Year
2022-2023

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

Degree Type
Major

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

Program Credits
73

Attach Program Change

CIP Code
03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
Yes

Financial Information

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

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

Describe the financial impact

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

Curriculum:

Required course work includes:

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<td>MATH 123</td>
<td>Math in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 143</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>MKTG 321</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>REM 144</td>
<td>Wildland Fire Management</td>
<td>3</td>
</tr>
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<td>SOIL 205</td>
<td>The Soil Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>SOIL 206</td>
<td>The Soil Ecosystem Lab</td>
<td>1</td>
</tr>
<tr>
<td>Select 12 General Education credits of electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours

73 required credits for this degree.

Degree Maps:

Distance Education Availability

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

No

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

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

**Geographical Area Availability**

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

Moscow

**Student Learning Outcomes**

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

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

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

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

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

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

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

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

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

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

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

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

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

Direct assessment measures include:

1) Identify and describe logging systems – final project associated with FOR 296 Forest Harvesting Practicum.

2) Be able to use basic computer-based applications and mobile technologies – field-based projects associated with FOR 273 – Forest Surveying and Mapping.


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

When will assessment activities occur and at what frequency?

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

**Student Learning Outcomes**

Have learning outcomes changed?

**Learning Objectives**

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

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

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

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

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

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

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

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

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

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

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

Supporting Documents
Support Letters.pdf

Requires TECC Review
No
Department Voting Results

College Voting Results

Reviewer Comments

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


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

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

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

Key: 461

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

Bundle Title:

Course:
Proposal A
Program:
Proposal B

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

August 11, 2021

Dear Dr. Goebel,

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

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

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

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

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

Sincerely,

Shawn Keough
Executive Director
August 5, 2021

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

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

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

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

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

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

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

Sincerely,

Jennifer Okerlund  
Director

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

Export to PDF Export to Word

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

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

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

Viewing: 460 : Forest Nursery Management and Technology (A.S.)

Last edit: Wed, 19 Jan 2022 19:14:00 GMT

Changes proposed by: Charles Goebel

Final Catalog
2022-2023
What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact

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

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Forest Nursery Management and Technology (A.S.)

Degree Type

Major

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

Program Credits

72

Attach Program Change

AS Forest Nursery Proposal FORMS .pdf

CIP Code

01.0606 - Plant Nursery Operations and Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Yes

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No
Will the program be a statewide responsibility?
Yes

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

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

Describe the financial impact

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

Curriculum:

Required course work includes:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>CHEM 101 &amp; 101L</td>
<td>Introduction to Chemistry and Introduction to Chemistry Laboratory</td>
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<td>MATH 123</td>
<td>Math in Modern Society</td>
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<tr>
<td>or MATH 143</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>MKTG 321</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 102</td>
<td>The Science of Plants in Agriculture</td>
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<td>Introduction to Sales</td>
<td>3</td>
</tr>
<tr>
<td>or MKTG 422</td>
<td>Sales Management</td>
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</tr>
</tbody>
</table>

Select 12 General Education credits of electives

Total Hours

72 required credits for this degree.
Distance Education Availability

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

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

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

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Geographical Area Availability

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

Where?

Student Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

Indirect measures include:

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

When will assessment activities occur and at what frequency?

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

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

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

1) Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.

2) Be able to identify and manage important insects and diseases that impact forest nurseries.

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

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

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

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

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

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

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

Supporting Documents

AAS Forest Nursery Management and Technology - Support Letters.pdf

Requires TECC Review

No
Department Voting Results

College Voting Results

Reviewer Comments

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Key: 460

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
August 10, 2021

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

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

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

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

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

On Behalf of the Pitkin NAC,

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

To Whom it May Concern:

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

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

Best of luck.

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

Sincerely,

Herb Markgraf

Vice President, Marketing
August 5, 2021

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

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

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

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

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

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

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

Sincerely,

Jennifer Okerlund  
Director

"Abundant forests forever through proper management and an informed public."
Charles Goebel, Ph.D.  
Department Head & Professor  
Department of Forest, Rangeland and Fire Sciences  
College of Natural Resources - University of Idaho  
875 Perimeter Drive MS1133  
Moscow, Idaho 83844-1133

Dear Dr. Goebel,

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

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

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

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

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

Sincerely,

Shawn Keough  
Executive Director
August 10, 2021

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

Dear Mr. Nelson:

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

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

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

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

Sincerely,

IFA NURSERIES, INC.

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

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

Dear Mr. Nelson:

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

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

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

Very truly yours,
IFA NURSERIES, INC.

[Signature]

David Colgrove
CFO
(971) 645-3236
dcolgrove@ifanurseries.com
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
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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>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
</tr>
<tr>
<td>Official Name of the Program:</td>
</tr>
<tr>
<td>Implementation Date:</td>
</tr>
<tr>
<td>Degree Information:</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
</tr>
<tr>
<td>Method of Delivery:</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
</tr>
<tr>
<td>Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)</td>
</tr>
<tr>
<td>Indicate (X) if the program is: (Consistent with Board Policy III.Z.)</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>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (Institution; as applicable)</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean or other official (Institution; as applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs Program Manager, OSBE</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FVP/Chief Fiscal Officer (Institution)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Chief Financial Officer, OSBE</td>
<td>Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost/VP for Instruction (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
</tbody>
</table>

Institutional Tracking No. __________________________

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.

   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__ FY__ FY__ FY__ (most recent)</td>
<td>FY__ FY__ FY__ FY__ (most recent)</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>Program Name:</td>
</tr>
<tr>
<td>Projected Fall Term Headcount Enrollment in Program</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>Indication</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 Description</th>
<th>Credit Hours</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)
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   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>
</tr>
</tbody>
</table>

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

Effective Catalog Year
2022-2023

Title
Department of Medical Research

Request Details
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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

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>University of Idaho</th>
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<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>WWAMI Medical Education Program</td>
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<tr>
<td>Name of Department(s) or Area(s):</td>
<td>NA</td>
</tr>
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<td>Official Name of the Program:</td>
<td>Department of Medical Research</td>
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<tr>
<td>Implementation Date:</td>
<td>7/1/2022</td>
</tr>
<tr>
<td>Degree Information:</td>
<td>Degree Level: NA Degree Type: NA</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
<td>Current WWAMI mix of CIP codes</td>
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Indicate whether this request is either of the following:
- [ ] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program (Outside of a UI Region)
- [ ] Other (i.e., Contract Program/Collaborative)

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

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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.

      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 Research.

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

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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'.

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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.

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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

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

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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 _____

   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>
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<tr>
<td>Program is important for meeting your institution’s regional or statewide program responsibilities.</td>
<td></td>
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<tr>
<td>The program is in response to a specific industry need or workforce opportunity.</td>
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</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>
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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>Credit hours in required courses offered by the department (s) offering the program.</th>
</tr>
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<tr>
<td>Credit hours in required courses offered by other departments:</td>
</tr>
<tr>
<td>Credit hours in institutional general education curriculum</td>
</tr>
<tr>
<td>Credit hours in free electives</td>
</tr>
<tr>
<td>Total credit hours required for degree program:</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?

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).
## 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)
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
   Jeffrey Seegmiller (jeffreys): Approved for 14 Curriculum Committee Chair
3. Fri, 17 Dec 2021 19:30:29 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
4. Wed, 22 Dec 2021 22:01:15 GMT
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
5. Thu, 20 Jan 2022 15:58:32 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
6. Wed, 26 Jan 2022 18:35:22 GMT
   Steve Stubbs (sstubbs): Approved for UCC

### New Proposal

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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**Idaho State Board of Education**  
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      NA

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Yes______ No__ X__  

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<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.

<table>
<thead>
<tr>
<th>Credit hours in required courses offered by the department (s) offering the program.</th>
<th></th>
</tr>
</thead>
<tbody>
<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.

   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).
### POLICY COVER SHEET

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

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

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

**Policy Number & Title:**

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

**Policy Number & Title:** 35.11 Biohazard Safety

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

Originator: Megan Grennille

Policy Sponsor, if different from Originator:

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

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

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

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

   No fiscal impact is expected from this revision.

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

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

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. General. The proper management of biological agents and the vectors that may harbor these agents is important in providing the necessary protection for employees and students, close contacts, animals, and the environment. Any use, possession, storage, or transfer of material defined in Part B biological agents requires approval from the Institutional Biosafety Committee (IBC) (see FSH 1640.14) and the Office of Research and Economic Development (ORED) (see FSH 1640.14). In addition, federal or state approval may be required when conducting research activities using select agents and toxins (see APM 45.20), when releasing genetically modified organisms or biological agents to the environment, or when transferring biological agents to another researcher or facility. [ed. 5-11]

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

B. Definitions.

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

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

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

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

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

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

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

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

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

http://www.uro.uidaho.edu/default.aspx?pid=32025

Submit the completed MUA application to the Office of Research Assurances.

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

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

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

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

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

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

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

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

D-2.

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

D-3. Centers for Disease Control and Prevention (CDC) and USDA.

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

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

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

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

E-1. EHSO courses:

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

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

F. Contact Information.

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

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