

2016-17 MEETING #1 OF THE FACULTY OF THE UNIVERSITY OF IDAHO

Tuesday, December 6 - 3:00 p.m. (Pacific), Vandal Ballroom, Bruce M.
Pitman Center

Boise – IWC 448A; Coeur d'Alene – 213; Idaho Falls – TAB 350A; Twin Falls –
B-66

President Chuck Staben Presiding

- Call to Order.
- In Memoriam.
- Minutes. Meeting #3, May 3, 2016
- Announcements.
- Special Orders.

Report of the Faculty Senate

[Below items are available:

http://www.webpages.uidaho.edu/facultycouncil/General_Faculty_Meetings/univ_faculty_meetings.htm]

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

Emergency Policy - Position Description:

- **FS-17-006 and FS-17-010:** FSH 3050 - Faculty Position Description Form
- **FS-17-009:** FSH 3050 - Position Description Policy

Faculty Evaluation:

- **FS-17-007:** FSH 3320 - Annual Evaluation Pilot Form - motion
- **FS-17-008:** FSH 3320 - Annual Evaluation - pilot form policy fix

Fall University Faculty Meeting

- ~~**FS-17-001:** FSH 1540 E. - Procedures for First Fall Meeting~~
- **FS-17-025:** FSH 1540 E. - Procedures for First Fall Meeting (Senate approved 11/29/16 substitutes FS-17-001 above)

Miscellaneous:

- **FS-17-002:** FSH 3360 - Probation, Promotion, Demotion and Transfer of Classified Employees and FSH 3930 - Separation of Classified Employees
- **FS-17-003:** FSH 3070 - Employment Procedures to Comply with Immigration and Naturalization Laws
- **FS-17-004:** FSH 3740 - Employee Educational Assistance
- **FS-17-011:** FSH 1640.22, et. al. - DFA changes
- **FS-17-022:** FSH 1620 – University Level Committees
- **FS-17-023:** FSH 1640.83 Student Appeals Committee and 1640.93 Student Disciplinary Review Board
- **FS-17-027:** FSH 6880 – Campus Recreation (Senate approved – revised 11/29/16)

II. Proposed Changes to the University of Idaho Catalog

- **FS-17-005** (UCC-17-003a): Business - Name Change Information Systems to Management Information Systems
- **FS-17-012** (UCC-17-008) - Fall 2017-Spring 2018 Final Exam Schedule
- **FS-17-013** (UCC-17-007a) - I. Alternative Credits
- **FS-17-014** (UCC-17-007b) - J-2. Residency
- **FS-17-015** (UCC-17-007c) - J-5. Credit Limitations
- **FS-17-019** (UCC-17-018a,b,c) - CLASS: Journalism & Mass Media - Film Studies
- **FS-17-020** (UCC-17-019a,b,c) - Biological Sciences – Medical Science program
- **FS-17-021** (UCC-17-001) - Graduate Admissions

- **FS-17-024** (UCC-17-021a,b,c,d,e) - College of Ag & Life Sciences (Senate approved 11/29/16)

➤ **President's Remarks.**

➤ **Adjournment.** Refreshments will be available.

Don Crowley, Secretary of the Faculty, (885-6151)

NOTE: 105 faculty members (all campuses state-wide) constitute a quorum. Quorum and voting regulations can be viewed at [FSH 1520 Article III](#) with the goal to actively include off-campus faculty participation in faculty meeting. To determine your voting right as a faculty member please see [FSH 1520 Article II Section I](#). Those who are recognized by the President for the purpose of speaking should identify themselves by name and discipline or position.

NOTICE: Off campus faculty will be receiving a separate email with a URL to access the meeting live. Also available at this site will be a streaming video link that can be viewed after the meeting for those unable to attend.

University of Idaho
University Faculty Meeting Minutes
2015-16 Meeting #3, Tuesday, May 3, 2016

Provost & Executive Vice President John Wiencek, presiding

Call to Order: Provost Wiencek called the meeting to order at 3:05.

Quorum count: In order to establish a quorum 101 voting faculty must be present. Moscow: 60; Boise: 12; Twin Falls: 5; Idaho Falls: 3; CDA: 3. Total Faculty present=83. A quorum was not obtained. In the absence of a quorum all items passed by the Faculty Senate as presented on the agenda are approved and forwarded to the President.

In Memoriam:

Clifton E. Anderson

Extension Professor Emeritus in Agricultural Information
-May 2015-

Fred L. Edmiston

Extension Professor Emeritus and Extension Educator Southern District
-July 2015-

James L. Black

Professor Emeritus in Adult Education
-July 2015-

W. Michael Colt

Extension Professor Emeritus in Horticulture
-October 2015-

Leszek Czuchajowski

Professor Emeritus in Chemistry
-February 2016-

Rosario P. Fasolino

Professor in Architecture and Department Chair Emeritus
-May 2015-

Kenneth R. Frederiksen

Professor Emeritus in Animal Science
-December 2015-

Fred E. Kohl

Extension Professor Emeritus
-Dec 2015-

Thomas E. Hipple

Professor Emeritus in Counseling
-April 2016-

Paul Joyce

Professor Emeritus in Mathematics and Statistics and Dean Emeritus
-April 2016-

Al J. Lingg

Professor Emeritus in Microbiology and Associate Dean and Director of Academic
and International Programs Emeritus
-January 2016-

Joseph P. McCaffrey

Professor Emeritus in Entomology
-February 2016-

John A. Schenk

Professor Emeritus in Forest Resources.
-Feb 2015-

Roy E. Taylor

Extension Professor Emeritus in Agricultural Engineering.
-March 2016-

Mary H. Voxman

Professor Emerita in Mathematics
-May 2014-

Provost Wiencek introduced Randall Teal, Chair of the Faculty Senate. Chair Teal briefly summarized the agenda items listed below.

Faculty Evaluation/Position Description:

- **FS-16-027: FSH 3320 - Faculty Evaluation (pilot form)**
- **FS-16-059: FSH-3050 - Faculty Position Description (pilot form)**

Chair Teal explained that these two items were passed by the Senate with the hope that all faculty would use these forms in the coming year. The new faculty evaluation form is aimed at developing a formative evaluation and creating a more positive discussion with one's supervisor. The new position description form seeks to get us away from having to drill down to minutia of what everyone does. Chair Teal noted that there was a third form dealing with compensation that was returned to the Faculty Affairs Committee. There were no questions raised on these forms.

Leave Policy:

- **FS-16-018: FSH 3710 - Leave Policy – parenting leave**
- **FS-16-053: FSH 3710 - Leave Policy – compliance/clean-up**

Chair Teal explained the changes to the leave policy. The first set of changes clarified and extended the availability of parenting leave. It also allows some employee choice in determining the mix of sick leave, annual leave and leave without pay. There were no questions raised regarding these policies.

Student Code of Conduct:

- **FS-16-056: FSH 2400 - University Disciplinary Process for Violation of Student Code**
- **FS-16-006: FSH 1640.93 - Student Disciplinary Review Board**
- **FS-16-006: FSH 1640.83 - Student Appeals Committee**

Chair Teal discussed these three items as attempts to address some issues with the manner in which student conduct appeals are handled. These changes seek to give the SDRB some flexibility in creating review boards and also create a new standing committee that will hear student appeals from the SDRB. There were no questions raised.

FS-16-028: FSH 2700 - Student Evaluation of Teaching. Chair Teal briefly noted that the new student evaluation of teaching forms sought to address some issues left over from last year. The reason for the inclusion of two forms is to ensure that the data generated by the new form is consistent with the results from the previous form. Professor Johnson-Leung added that those who have customized their student evaluation forms in the past will still be able to do so. There were no questions from the faculty.

FS-16-055: FSH 1800 - Staff Council Bylaws. This proposal updates the name of Staff Affairs to Staff Council.

FS-16-057: FSH 1640.20—University Budget & Finance Committee. This proposal adds some members to the UBFC due to increased workload.

FS-16-064: FSH 2800—Student Fees. Chair Teal explained that this proposal reflects the fact that the SBOE makes these changes. Rather than continually having to update this section whenever the SBOE changes policy the proposal now states that we follow the state board policy. A faculty member asked whether this change affected the schedule for adding fees for a program. Vice President of Finance Brian Foisy stated that the schedule for receiving fee requests hasn't changed.

FS-16-061 (UCC-16-044): Regulation J. Chair Teal noted that the change here is to add the university learning outcomes to Regulation J. He recognized Professor Kenton Bird (Director of General Education) to discuss these changes. Professor Bird thanked the members of the University Committee on General Education and the University Curriculum Committee for their efforts. He explained that the addition of the learning outcomes to the University Catalog is designed to remind us and our students of the importance of these five key learning outcomes. The second change is to enable certain approved courses outside of the social sciences and humanities to be counted as fulfilling the diversity and international requirement.

FS-16-062 (UCC-36-043): Law Expansion in Boise. Chair Teal explained that this proposed expansion of the UI law school in Boise was designed to establish a firm foothold in an important market.

After suggesting that this was an easy audience today, Chair Teal invited Provost Wiencek back to the stage to make some concluding remarks. Provost Wiencek began by noting that President Staben had sent his regrets. The President was visiting China along with representatives from the Governor's Office. China is interested in establishing a strong agricultural program and invited representatives from Idaho to discuss possible opportunities.

Provost Wiencek thanked members of the Faculty Senate and its leadership for a great year. Senators made him aware of many of the issues and challenges facing the University. He felt we had made a lot of progress towards developing a strong relationship and listening to each other.

The Provost stated that he has learned a lot this year. He feels that the University is at a point where we have the capacity to grow. Our opportunity lies in coming together and moving the University forward. He urged faculty to not lose track of our mission. He is very impressed with the level of dedication of our faculty, staff and students. He remarked that he has appreciated the broad reach the University has around the state and noted that people look to us as the flagship institution. We should take a moment to take notice of what we have accomplished this year. He asked everyone to reflect on the three key points that President Staben put before us at the beginning of the year.

- Ideas that matter
- Transformative Education
- Building the Team

The Provost noted the importance of developing the new strategic plan and expressed appreciation for the number of faculty who participated in some aspect of its development. He also praised our success in revitalizing the budget process and the enhanced role of the University Budget & Finance Committee (UBFC) in this process. The UBFC received many requests for new funding. These proposals were prioritized and ultimately 5-10 of these proposals will receive some degree of funding. There have been ongoing discussions of how to empower the UBFC to have a clear funding stream for future proposals.

Other important Ideas That Matter include:

- The Vandal Ideas Project. Five projects were funded covering a breadth of disciplines across the University.
- Faculty recruiting and retention. We have had some successful recruiting initiatives and also been successful in retaining faculty being sought by other universities.
- Research Awards are up 20% for the year.
- A focus on the Go-on Initiative. This has changed the dynamics of this recruiting cycle. This has helped create a much more effective process and the Provost believes we will have positive news in the fall.
- Expansion of the computer science program in Coeur d'Alene.
- Help from the legislature for student services to aid with retention.

With regard to developments related to Building the Team, the Provost stated that he and Vice President for Finance Brian Foisy have tried to listen to the many concerns involving human resource policies on campus. They have made some changes related to internal hiring and we need to have an ongoing dialog about future changes. The Chronicle of Higher Education has a survey called "The Great Colleges to Work For." The data gathered from this survey will help us create benchmarks and also allows us to separate staff responses from faculty responses. Ultimately we are committed to moving towards a market based compensation system. Since we won't be able to accomplish this just with state funds, they have gone to the unit leaders to ask them to provide raises beyond the CEC if they have the capacity to do so.

The Provost summarized the year by noting that we have accomplished a lot and he is optimistic that we are moving forward. The UI is already an excellent university and will become even more excellent.

A faculty member asked about WUE and wondered if there have been any changes proposed to make our costs of attendance competitive with our neighboring states. The Provost noted that we eliminated WUE during the last recession in order to fill gaps in our recurring budget. This move allowed our revenue to go up and avoid letting faculty and staff go. It was a sound financial decision for the University. We are now at a point where we can look at ways to increase both resident and non-resident enrollment through scholarships. The Provost expressed optimism for fall enrollment. Vice President Foisy added that moving away from the WUE program allowed the University to "right size". He expressed appreciation for former Vice President Keith Ickes' ability to find the magic point where we were able to remove WUE and increase our revenue. Vice President Foisy suggested that perhaps our best course of action would be to simply charge a competitive rate.

A faculty member asked whether we were bringing in more students with lower GPA's who require more services and probably lower retention. The Provost stated that we haven't changed our admission criteria. He acknowledged that we do need to take a closer look at the data regarding the demographics of our student population.

Another question asked about the admissions process and expressed disappointment at being told that his department couldn't give conditional admissions. The Provost stated that this

was probably due to the transition from a traditional process to a new admissions platform. He promised to follow up on the concern, if the details were sent to him.

The last question related to the move away from spread pay. Are the problems with paying for benefits over a shorter period being dealt with? Vice President Foisy answered that HR was developing a process to allow for benefits to be paid for over the shorter period, if one chooses to go off spread pay.

Adjournment: Given that there were no more questions and the lack of a quorum, the Provost declared the meeting adjourned at 4:00.

Respectfully submitted,
Don Crowley, Faculty Secretary



POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

[3/09]

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

Emergency

Minor Amendment

Chapter & Title: FSH 3050 – Position Description - form

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):

(FS-17-006) 9/27/16

10/4/16

(Please see FSH 1460 C)

Telephone & Email:

Brian Ellison, Faculty Affairs Chair

Fac. Sec. Don Crowley (FS-17-010)

Name

Date

bellison@uidaho.edu crowley@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Name

Date

Reviewed by General Counsel Yes No Name & Date:

- I. Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
- FS-17-006-Faculty Affairs review and confirmation of form for final approval.
 - FS-1-010 – Fac. Secretary – minor edits - Add footnote referring to FSH 1565 faculty responsibilities, add place for entering FTE and reverse order of titles in bar graph to align with FSH 1565.

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

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

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

If not a minor amendment forward to: _____

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

APM F&A Appr.: _____ [Office Use Only]
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FSH Appr. _____ FC FS-17-006 & 010 GFM _____ Pres./Prov. _____ [Office Use Only]

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
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¹ FSH 3050

² See FSH 1565 for faculty responsibilities. Also, instructors will provide syllabi to their unit offices at the beginning of each term for courses for which they are responsible. Each syllabus should include expected learning outcomes for the course and should describe an example of how at least one learning outcome is assessed.

³ If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).



POLICY COVER SHEET

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www.webs.uidaho.edu/uipolicy)

[3/09]

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

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Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Fac. Sec. Don Crowley 10/4/16
Name _____ Date _____
crowley@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Name _____ Date _____

Reviewed by General Counsel Yes No Name & Date: _____

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

Add sentence to ensure faculty understood that faculty should provide goals in all categories on the PD.

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

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

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

If not a minor amendment forward to:

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

APM F&A Appr.: _____ [Office Use Only]
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FSH Appr. _____ FC <u>FS-17-009</u> GFM _____ Pres./Prov. _____ [Office Use Only]
--

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
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3050 - POSITION DESCRIPTIONS

PS-17-009

PREAMBLE: This section describes the creation and use of position descriptions that define responsibilities for faculty. This section was original to the 1979 Handbook; it has been editorially revised at intervals. In July 1998 the year covered by a position description was changed from an academic year to a calendar year. In July 2001 section B underwent some clarifying changes while the form itself underwent extensive revisions. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as to align the form with the Strategic Action Plan. In 2009 the form was revised to better integrate faculty interdisciplinary activities (including ensuring communication among all parties and eliminating the need to obtain multiple signatures) and FSH 3140 was incorporated into this policy. In January 2015 assessment language was added to the form. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-98, 7-01, 7-07, 7-09, 1-15, ed. 12-06]

A. GENERAL. The position description establishes each faculty member's specific responsibilities in the four major responsibility areas identified in FSH 1565 C, Teaching and Advising, Scholarship and Creative Activities, Outreach and Extension, and University Service and Leadership. Faculty should be careful when preparing their position description to ensure they describe their goals and expectations in all responsibility areas. The position description serves a variety of important functions; in particular, it constitutes the essential frame of reference in annual performance evaluation of faculty members [see 3320], and consideration of faculty members for tenure and promotion [see 3520 and 3560].

B. PERFORMANCE EXPECTATIONS. Expectations designated for individual faculty members to achieve tenure or promotion in rank or satisfactory performance evaluation must be compatible with the criteria of the department or other unit concerned. Each faculty member is to be advised of these expectations in writing by the departmental or unit administrator at the time of appointment. [7-09- original text from 3140-A]

B-1. Expectations are specified in the current faculty position description and are the basis for the annual performance evaluation. Expectations must not be greater than those that can be reasonably supported in the department or unit by providing sufficient time and resources.

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

C. PROCEDURE.

C-1. The calendar year position description is recorded on the form appended to this section with a due date established by the provost.

C-2. The form should be filled out in collaboration with the unit administrator. Faculty members involved in interdisciplinary activities should check the box on the position description form and attach a narrative explaining their activities and listing units and members involved. For faculty involved in interdisciplinary activities or with centers, the unit administrator is to solicit comments regarding the position description and discuss it with all interdisciplinary/center administrator(s) listed on the faculty member's narrative attached to the form. The form is then to be signed by the faculty member, approved by the unit administrator, and dean, and sent to the Provost's Office. [rev. 7-01, 7-02, 1-08, 7-09]

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

C-4. When the personnel activity report form (PAR) (see APM 45.09) is completed, the unit administrator should compare the data obtained for each faculty member with the corresponding position description. Perfect agreement between the position description and the record of actual performance is not necessarily expected, but it is desirable that any discrepancy between them be as small as is feasible. [ed. 7-01, 7-09]

FS-17-007

Faculty Performance Evaluation Form Motion (Kurt Pregitzer)

“All faculty will be evaluated using the new annual evaluation form on a trial basis this evaluation cycle.”

3320

ANNUAL PERFORMANCE EVALUATIONS AND SALARY DETERMINATION
 OF FACULTY MEMBERS
 AND
 PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS

PREAMBLE: This section contains those policies and their attendant procedures for those periodic reviews of performance that affect faculty members and academic administrators. Policies concerning performance evaluation were part of the original 1979 Handbook, but were completely rewritten in July 2002 and further refined in 2003. In July 2007 Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 Form 1 was again revised to include a Disclosure of Conflicts statement to comply with FSH 6240. In 2009 this section was again revised to reflect recent changes to the faculty position description and evaluation forms to better integrate faculty interdisciplinary activities. In July 2010 B was added and FSH 1420 E-6 was incorporated into D to consolidate the evaluation process into one policy. In July 2014 changes were incorporated to ensure all faculty go through a review by their peers. Further information may be obtained from the Provost's Office (208-885-6448. [ed. 7-03, rev. 7-07, 1-08, 7-09, 7-10, 7-14]

CONTENTS:

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

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

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and her/his unit administrator. Each unit will develop criteria in its bylaws for third-year and periodic review of its faculty (FSH 1520 II Section 1). The committee for all reviews will be defined in unit bylaws and will include tenure-track faculty (see FSH 3560 E-2 c). The materials listed in FSH 3560 E-2 a and b are critical and used by review committees when considering progress towards promotion (FSH 3560) and/or tenure (FSH 3520). The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the successive steps. ~~The form to be used, "Annual Performance Evaluation Form 1: Evaluation of Faculty," is appended to this section.~~ Personnel on international assignment see FSH 3380 C. [rev. 7-03, 7-09, 7-14, ed. 7-10]

a. Forms Distributed. ~~Supplies of the Annual Performance Evaluation Pilot Form is available below. The form may not be altered without following the appropriate governance process (see FSH 1460). to be used in the evaluation process are procured by deans and unit administrators.~~ The immediate administrative officer is responsible for ensuring that each faculty member ~~uses~~ receives the proper form together with a copy of the supplementary instructions as provided by the Provost Office. [rev. 7-01]

Approach during Pilot Study: While the pilot narrative Annual Performance Evaluation form is being used, the specific references to performance and ratings found in this section are not in effect. Checking the "not meeting expectations box" on the pilot form triggers section B-1 for non-tenured faculty and section C for tenured faculty. The evaluator must document the areas of concern that warrant checking the "not meeting expectations" box in the narrative review. If there are areas of concern that warrant attention, but do not rise to the level of "not meeting expectations" these too should be documented in the written narrative.

No further changes from here on.



FS-17-025

POLICY COVER SHEET

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

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

Emergency

Minor Amendment

Chapter & Title: FSH 1540 – Standing Rules of the University Faculty

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):

(Please see FSH 1460 C)

Kenton Bird, 2016

Name

Date

Telephone & Email:

kbird@uidaho.edu

Policy Sponsor: (If different than originator.)

Senate Leadership

Name

Date

Telephone & Email:

facsec@uidaho.edu

Reviewed by General Counsel ___Yes ___No Name & Date:

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

1. The fall UFM is a long-standing tradition, in line with the opening convocation and the winter and spring commencements. The meeting is both symbolic and substantive.
2. The UFM provides an important opportunity for the president, in his role of president of the faculty, to address his peers about the accomplishments of the previous year and the challenges of the new one, if he so chooses.
3. The UFM allows the faculty as a whole to meet in person new vice presidents, deans and other administrative officers, as well as their new colleagues. This, in turn, promotes better communication across the university and enhances faculty morale.

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

III. Related Policies/Procedures: None

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

If not a minor amendment forward to:

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

APM F&A Appr.: _____ [Office Use Only]
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FSH Appr. _____ FS _____ GFM _____ Pres./Prov. _____ [Office Use Only]

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
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TO: Faculty Senate Leadership
FROM: Kenton Bird, faculty, School of Journalism and Mass Media
RE: Proposed amendment to FSH 1540
DATE: November 28, 2016

Rather than deleting all of Section E, please consider amending FSH 1540 as follows:

FSH 1540: Standing Rules of the University Faculty

E. PROCEDURES FOR FIRST FALL MEETING.

E-1. Within the first six weeks of the fall semester, the president shall convene a meeting of the University Faculty for the purpose of introducing new academic and administrative officers, as well as new faculty. The president may also present brief remarks and respond to questions from faculty.

E-24. Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular items.

E-32. To expedite the proceedings, each new member of the ~~resident~~ faculty attending the meeting is- introduced by name and department only. Faculty members outside of Moscow are similarly introduced by video conferencing.

-The person's name, degrees, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president's office ~~well ahead of the meeting by the 10th day of the fall semester.~~

-The president's office compiles the information provided by colleges or similar units and ~~distributes it at the meeting-~~ and posts it on the University's website no later than October 1 of each year. A copy will also be sent to the Department of Special Collections and Archives in the University Library.~~[7-02~~



POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

[3/09]

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

Emergency

Minor Amendment

**Chapter & Title: FSH 3360 – Probation, Promotion, Demotion & 3930
Separation of Classified Employees**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):

Don Crowley, Faculty Secretary

June 2016

(Please see FSH 1460 C)

Telephone & Email:

Name

Date

crowley@uidaho.edu, 885-6151

Policy Sponsor: (If different than originator.)

Wes Matthews, Exec. Dir. Human

Resources

Telephone & Email:

Name

Date

wmatthews@uidaho.edu 9/8/16

Reviewed by General Counsel Yes No _____

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

Address a contradiction between 3360 B-2 (keep language) and 3930 C-3, deleting last sentence that causes the contradiction.

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

None.

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

IV. Effective Date: This policy shall be effective immediately upon final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _____

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

APM F&A Appr.: _____ [Office Use Only]
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FSH Appr. _____ FC _____ GFM _____ Pres./Prov. _____ [Office Use Only]

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
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UI FACULTY-STAFF HANDBOOK
 CHAPTER THREE:
 EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

June 2009

3930
 SEPARATION OF CLASSIFIED EMPLOYEES

PREAMBLE: This section outlines procedures for the separation, by resignation or dismissal, of classified employees. It underwent significant revisions in 2002. Further information may be obtained from Human Resources (208-885-3609). [ed. 7-97, 6-09, rev. 7-02]

CONTENTS:

- A. Resignations
- B. Layoffs
- C. Discipline Up To and Including Dismissal

A. RESIGNATIONS. Full-time classified employees who wish to resign are expected to give at least two weeks' notice.

B. LAYOFFS. [See also 3970.]

B-1. In the absence of sufficient work or sufficient funds or in the event of a reorganization of a unit that results in the elimination of one or more positions, employees may be laid off according to the following procedure:

- a. The departmental administrator determines which position classification is to be reduced.
- b. Departmental employees in that classification are categorized as follows (1) disabled war veterans, (2) employees with permanent status [see 3360 A-3] in the class, (3) probationary employees who have permanent status in a lower class, and (4) probationary employees without permanent status in any class.
- c. Departmental employees in the classification are awarded retention points as follows: (1) one point for each month of state service, (2) one point for each month of state service rated satisfactory, and (3) one-half point for each month of state service rated above satisfactory.
- d. Employees in category (4) are to be laid off before any in category (3) are laid off, and so on, with highest priority for retention assigned to those in category (1). Within each category, the employee with the lowest number of retention points is the first to be laid off.

B-2. In every case of layoff, except as provided in 3970 G-2, the departmental administrator must give two weeks' notice to the employee and concurrently to the assistant vice president for human resources. [rev. 7-02]

B-3. The assistant vice president for human resources will make every effort to place an employee being laid off in a position of the same classification and pay grade. If another position is not available, the employee's name is placed on a "layoff roster." An employee whose name is on this roster and who is qualified for the position must be offered reinstatement to a position in the class from which he or she was laid off, or in a lower class in the same series, or in a class in which the employee has held permanent status with UI, before any other person may be promoted, transferred, reinstated, or hired for that class by any UI unit. Preference for reemployment from layoff rosters is determined as in B-1, i.e., those in category (1) are to be reemployed before any in category (2) and so on, and, within a category,

the employee with the largest number of retention points is the first to be reemployed. Names of employees laid off remain on the layoff roster for one year. *[rev. 7-02]*

B-4. An employee who resigns voluntarily, is terminated for cause, or fails to satisfactorily complete the required probationary period is not eligible to be placed on the layoff roster.

C. DISCIPLINE UP TO AND INCLUDING DISMISSAL.

C-1. Adequate cause. The regents have defined adequate cause for discipline up to and including dismissal: "Adequate cause" means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the Board, institution, agency, school, or office. In addition, any conduct seriously prejudicial to the Board, an institution, agency, school or office may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution, agency, school, or office; unsatisfactory or inadequate performance of duties, or failure to perform duties. *[ed. 7-02]*

C-2. Specific examples of behaviors that constitute adequate cause for discipline up to and including dismissal are: *[ed. 7-02]*

- a. Failure to perform the duties and carry out the obligations imposed upon him or her by the state constitution, state statutes, or UI rules and regulations.
- b. Inefficiency, incompetence, or negligence in the performance of duties.
- c. Physical or mental incapability of performing assigned duties.
- d. Refusal to accept a reasonable and proper assignment from an authorized superior.
- e. Insubordination, conduct unbecoming an employee, or conduct detrimental to good order and discipline in his or her department.
- f. Intoxication on duty.
- g. Careless, negligent, or improper use or unlawful conversion of UI property, equipment, or funds.
- h. Use of any influence that violates the principles of the merit system in an attempt to secure a promotion or privileges for individual advantage.
- i. Conviction of official misconduct in office, conviction of any felony, or conviction of any other crime involving moral turpitude.
- j. Acceptance of gifts in exchange for influence or favors given in his or her official capacity.
- k. Habitual pattern of failure to report for duty at the assigned time and place.
- l. Habitual improper use of sick-leave privileges.
- m. Unauthorized disclosure of confidential information.
- n. Absence without leave.
- o. Misstatement or deception in his or her application for UI employment.

p. Failure to obtain or maintain a current license or certification lawfully required as a condition for performing his or her duties.

q. Prohibited participation in political activities [see 6220 C].

C-3. Disciplinary Procedures. These procedures apply to discipline up to and including dismissal. Whenever a department administrator considers it necessary to discipline a classified employee, the administrator must provide the employee with written notice of the contemplated discipline and provide the employee an opportunity to respond and be heard. Such notice should also be sent to the assistant vice president for human resources. The notification is to clearly set forth the specific reasons for the contemplated disciplinary action. After the employee has exercised the opportunity to respond, or declined either affirmatively or through inaction, the department administrator may impose the discipline. If the discipline is dismissal the president or his designee must notify the employee in writing either personally served on the employee or sent by first-class mail, postage pre-paid to the employee at the last known address on file for the employee. When practical, notice of dismissal will be given at least two weeks' in advance of the effective date of dismissal. During the period between notification and effective date, the department administrator may require the employee to use accrued annual leave. ~~No specific requirement for advance notice of dismissal is necessary for probationary employees, but when practical at least five working days' notice should be given.~~

Commented [TA1]: Contradicts FSH 3360 B-2

C-4. Administrative Leave or Suspension. [ed. 7-02]

a. Suspension Defined. Suspension means an enforced period of absence from the workplace, with or without pay, for disciplinary purposes or pending investigation of allegations about employee behavior. All disciplinary actions including suspension and dismissal are matters that may be considered under employee grievance procedures [see 3860].

b. A departmental administrator may place a classified employee on administrative leave or suspension, with pay, immediately upon notice to the employee of contemplated disciplinary action, or pending investigation of charges that, if substantiated, would constitute adequate cause for dismissal.

c. Suspension on Felony Charges. A departmental administrator may place a classified employee on suspension, with pay, upon the issuance of an indictment for felony charges relating to conduct outside his or her employment and upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions may remain in effect during the time such charges are pending. Full reinstatement of all benefits and salary to which the employee would have otherwise been entitled will be provided to the employee upon a subsequent finding that the charges or information were without grounds or were dismissed.

d. Disciplinary Suspension. A departmental administrator may place a classified employee on suspension, without pay, for discipline, upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions must not exceed 30 calendar days.

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2009

3360

**PROBATION, PROMOTION, DEMOTION, AND
TRANSFER OF CLASSIFIED EMPLOYEES**

PREAMBLE: An original part of the 1979 Handbook, this section underwent a full revision in 2003 to bring it in line with Regents policy. In 2009 a definitions section was added, APM 50.15 was incorporated into this policy and various minor edits were made. For further information, contact Human Resources (208-885-3638). [ed 7-97, 7-03, rev. 7-09]

CONTENTS:

- A. Definitions
- B. Probation
- C. Promotion
- D. Demotion
- E. Transfer

A. DEFINITIONS.

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

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

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

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

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

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

B. PROBATION.

B-1. Each employee, following initial appointment or promotion to a classified position, must successfully complete a probationary period of at least six full months. The probationary period in a given class must be completed within a single unit and not be interrupted by resignation or dismissal. An employee who has been separated during the probationary period, other than by “layoff” [see 3930 B], must begin a new probationary period upon being rehired or promoted to that class. [ed. 7-03, 7-09]

B-2. The unit administrator is encouraged to complete an employee performance development plan available on the Human Resource Development website at www.hr.uidaho.edu/hrd, and a 3-month and 6-month evaluation using the “Staff Personnel Evaluation” form [see 3340] available on the HR website at

<http://www.uidaho.edu/humanresources.aspx>. The 6-month evaluation must be completed, discussed with the probationary employee, and reviewed by the second-level supervisor before the probationary period ends. A probationary employee may be dismissed or returned to his or her former classification, without cause being assigned, upon the recommendation of the unit administrator at any time before the completion of the probationary period with prior approval of the executive director for human resources or designee. **Normally, a probationary employee whose appointment is to be terminated will be given two weeks' notice.** Dismissal under these circumstances is not a basis for recourse to the grievance procedures described in 3860. *[rev. 7-02, 7-03, 7-09]*

C. PROMOTION.

C-1. An employee may be considered for promotion on the basis of his or her past record, length of service, performance in the present position, and qualification to perform the duties of the higher position. *[See also 3380D.] [ren. 7-09]*

C-2. A supervisor may promote an employee into a vacant position in the unit if the employee has demonstrated exceptional competency and skill for that position. *[rev. & ren. 7-09]*

C-3. A promotion may occur in a unit that is undergoing reorganization. In this case, an explanation of the office or unit changes and the reasons why the employee is qualified for the promotion is necessary. *[rev. & ren. 7-09]*

C-4. If the employee is promoted into a classification for which he or she is not certified, a 6-month probationary period is required (see FSH 3360, B-1). *[rev. 7-03, ed. 7-09]*

C-5. When there is more than one internal candidate who meets the minimum qualifications for the position within the unit, the hiring administrator must, at a minimum, conduct a UI-only search to document the candidate's qualifications and identify the most qualified individual. The hiring administrator must send an email to the Director of Human Rights, Access and Inclusion as hrai@uidaho.edu requesting a UI-only search stating that there is one promotional opportunity and more than one qualified internal candidate. *[add. 7-03, rev. 7-09]*

C-6. Process. The Director of Human Rights, Access and Inclusion is the approving authority for all promotions of classified employees. *[add. 7-03, ed. 7-09]*

a. To promote an employee, the unit follows all affirmative action and equal employment opportunity policies by posting the position in the Applicant Tracking System (ATS) and evaluating the applicants. The employee applies for the position using the ATS. See APM [50.02](#). *[add. 7-09]*

b. Exceptions to posting internal promotional opportunities require the review and approval of the Director of Human Rights, Access and Inclusion. The unit administrator must e-mail the Director of Human Rights, Access and Inclusion at hrai@uidaho.edu to request an internal promotion, stating the justification for waiver of a search. The unit must provide: *[add. 7-09]*

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

C-7. The unit must complete a standard Position Authorization Form, which must then be processed through regular approval channels. This includes any processes unique to the unit. *[add. 7-09]*

C-8. The Director of Human Rights, Access and Inclusion or designee will review and provide a written response to the request for promotion. The unit CANNOT offer the

position until it receives approval from the Director of Human Rights, Access and Inclusion. For additional information call (208) 885-4285. *[add. 7-09]*

D. DEMOTION.

D-1. An employee may be demoted, subject to the approval of the unit administrator and the executive director for human resources or designee. The unit administrator may recommend the demotion of an employee for any of the following reasons: *[ed. 7-02, ren. & ed. 7-09]*

- a. The reallocation or reclassification of a class or position to a lower pay grade.
- b. The elimination of the employee's position because of lack of work or lack of funds.
- c. Expiration of a temporary promotional assignment. *[add. 7-03]*
- d. The failure of the employee to complete successfully the probationary requirements of a higher position.
- e. Disciplinary action for causes stated in [3930 C-1](#) but not of a degree of severity that would warrant suspension or dismissal.
- f. At the request of the employee. *[rev. 7-02]*

D-2. Procedure. A unit administrator's recommendation that an employee be demoted is submitted through the dean or equivalent administrator. Concurrently, written notice is given to the employee and to the executive director for human resources or designee. An employee with certified status must be given notice of demotion at least 15 calendar days before its effective date and must be given the reasons for the demotion. *[ed. 7-03, ren. & ed. 7-09]*

D-3. Effect of Demotion on Salary. When an employee is demoted, his or her salary is reduced to a step in the lower pay grade as recommended by the unit administrator and the executive director for human resources or designee. If demotion is due to failure to successfully complete the probationary requirements of the higher position to which he or she had been provisionally promoted, the salary after demotion will normally coincide with the salary the employee was receiving before promotion. *[ed. 7-02, ren. & ed. 7-09]*

E. TRANSFER.

E-1. An employee may voluntarily transfer from one unit to another in the exact same title and pay grade. An employee who wishes to be transferred should make a written request to his or her unit administrator and Employment Services. UI may involuntarily transfer an employee as long as there is no loss of compensation. *[rev. 7-02, 7-03, rev. & ren. 7-09]*

E-2. An employee requesting transfer between units must complete application materials through Employment Services in HR before a transfer request will be considered. *[rev. 7-03, ren. & ed. 7-09]*

E-3. An employee-requested transfer between units also requires the written approval of the unit administrators concerned, the employee, and the director of employment services. *[add. 7-03, ren. & ed. 7-09]*

E-4. A transfer is made without reduction in hourly wage unless such reduction is agreed to by the employee and the unit administrator. *[ed. 7-02, ren. 7-03, ren. & ed. 7-09]*

E-5. The transfer of an employee does not affect his or her prior earned credited state service. However, the transfer may affect the employee's leave accrual rate, which is based on years of service, hours worked, and percentage of appointment. *[rev. 7-02, 7-03, ren. 7-03, 7-09]*



FS-17-003

POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

[3/09]

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

Chapter & Title: FSH3070/ Employment Procedures to Comply With Immigration and Naturalization Laws

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Brandi Terwilliger May 3, 2016
 Name Date
885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)
 and Approved

Telephone & Email:
brianfoisy@uidaho.edu

Brian Foisy May 3, 2016-Reviewed
 Name Date
885-6174

Reviewed by General Counsel ___Yes ___No Name & Date: _____

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

Minor edits that are necessary for federal compliance and/or to reflect the accurate information.

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

Nothing beyond the potential fines imposed if compliance is not adhered to.

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

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

If not a minor amendment forward to: _____

Policy Coordinator
 Appr. & Date:

 [Office Use Only]

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

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

Track # _____
 Date Rec.: _____
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 h/c _____
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 Register: _____
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UI FACULTY-STAFF HANDBOOK**CHAPTER THREE:****EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF**

January 2006

3070

**EMPLOYMENT PROCEDURES TO COMPLY WITH
IMMIGRATION AND NATURALIZATION LAWS**

PREAMBLE: This section outlines procedures by which UI complies with immigration and naturalization laws. This section appeared in the 1979 Handbook and has been revised from time to time since so as to keep it abreast of current federal regulations. Further information may be obtained from Human Resource Services (208-885-~~3609~~3638). [ed. 7-97]

A. POLICY. It is UI's policy to comply fully with the requirement of the United States Citizenship and Immigration Service that all employers complete a copy of Form I-9 for each employee hired after November 6, 1986 (and for employees initially hired before that date who have been terminated and rehired). [ed. 1-06]

B. PROCEDURES.

B-1. Each person being hired (faculty, staff, and students, including those on work study) completes and signs part 1 of Form I-9. The employer, after examining one document from list A [see copy of form on pages 2 and 3] or one document from list B and one from list C, completes and signs part 2 of the form. The ~~Payroll Office~~Human Resource Office is responsible for this procedure except for employees identified in B-2.

B-2. The ~~responsible administrator~~HR designated authorized representative at the place of employment completes and signs the form for ~~irregular help~~ employees hired off-campus. The ~~representative administrator may retain a copy of the form and forwards the original, along with Form W-4 any other required paperwork,~~ to the ~~Payroll~~Human Resources Office. Any copy is to be destroyed upon verification of the receipt of the original by the ~~Payroll Office~~Human Resource Office. [rev. 1-06]

B-3. Section 1 of the Form I-9 must be completed on the first day of work. Section 2 of the Form I-9 must be completed within three days of hiring (or, in the case of hiring for less than three days, before the end of the first day of work). If it cannot be completed within the required time, employment of that person must be terminated. [rev. 1-06]

B-4. No employee is to be paid ~~at off-campus locations~~ by sight draft or through the UI payroll system until the Form I-9 has been completed.

B-5. It is important that prospective employees be advised to view the list of acceptable documents so they are able to complete the Form I-9 within the required time. [rev. 1-06]

B-6. ~~The employer is not required to verify the authenticity of documents presented. It is only necessary to ensure that they appear to be genuine and that a good faith effort has been made to comply with the INS requirements. If a document is obviously not genuine, the employee should be required to provide an alternative one. If there is any question at all about the employee's status, he or she should not be employed. The employer must examine the original document(s) in the physical presence of the employee, and if the documents reasonably appear on their face to be genuine and to relate to the person presenting them, you the employer must accept them. To do otherwise could be an unfair immigration-related employment practice. If the document(s) do not reasonably appear on their face to be genuine or to relate to the person presenting them, or if they are expired, you the employer must not accept them.~~

B-7. The employer must keep an employee's Form I-9 three years after his or her initial employment or one year after the employment is terminated, whichever is later. [rev. 1-06]

(Please see the U.S. Citizenship and Immigration Service website at uscis.gov for the official form.)



POLICY COVER SHEET

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

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

Emergency

Minor Amendment

Chapter & Title: 3740: Employee Educational Assistance

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):

Linda Campos

6/14/2016

(Please see FSH 1460 C)

Name

Date

Telephone & Email:

5-6530

lcampos@uidaho.edu

Policy Sponsor: (If different than originator.)

Name

Date

Telephone & Email:

Reviewed by General Counsel ___Yes ___No Name & Date: _____

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

Minor edits within the meaning of FSH 1460 B-2. Purpose is to update the policy and to avoid specific reference to the Internal Revenue Code. This does not change the intent of the policy or eligibility.

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

Changes bring the language into alignment with controlling law and provide employees the maximum benefit under tax law. Employees and the University will see financial savings from reduced employment taxes on tuition waivers.

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

A similar change may be recommended for the Spousal Educational Benefit Policy for consistency (3750 A). However, that language is accurate under current tax code.

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

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

FSH

Appr. _____

FC _____

GFM _____

Pres./Prov. _____

[Office Use Only]

Track # _____

Date Rec.: _____

Posted: t-sheet _____

h/c _____

web _____

Register: _____

(Office Use Only)

APM

F&A Appr.: _____

[Office Use Only]

3740
EMPLOYEE EDUCATIONAL ASSISTANCE

PREAMBLE: This section outlines the policy by which employees may enroll in the university for reduced fees. This information was an original part of the 1979 Handbook, originally in single section with what are now 3750 and 3760. To reflect changes in federal law, the latter two were separated into new sections in December of 1992. Unless otherwise noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 7-00, 7-01]

CONTENTS:

- A. Policy
- B. Student Employees Excluded
- C. Employees Not on Appointment ~~D~~during Summer
- D. Employees' Registration Limited and Administrators' Approval
- E. Registration for Other ~~t~~han Regular Credit
- F. Termination of Employment
- G. Limited to Regular Programs and Terms
- H. Limitation to Academic Services

A. POLICY. Under the Employee Educational Assistance Program, board-appointed UI employees on regular appointment who work at least half-time (including those on official leave), may enroll in the university for reduced fees (\$20 registration fee plus \$5 a credit). The value of waivers received as Employee Educational Assistance ~~are~~ may be excludable from taxable income ~~under section 162 of~~ in accordance with the Internal Revenue Code, with certain limitations. Please refer to the Benefits section of the Human Resources website for specific terms and conditions. Enrollment in courses under this program is deemed to be either (1) required as a condition of employment to maintain or improve skills, or (2) of benefit to the university. Participation in the Employee Educational Assistance Program is subject to the provisions, interpretations, and limitations contained in the following subsections. [ed. 7-02]

No further changes to this policy.



POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

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

Chapter & Title: FSH 1640.22 – CAMPUS PLANNING ADVISORY COMMITTEE

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s): Name/Date (Please see FSH 1460C)	<u>Mary George</u>	<u>8/18/18</u>
Phone/email	<u>885-5222</u>	<u>maryg@uidaho.edu</u>
Policy Sponsor: Name/Date (If different than originator)	<u>Dan Ewart</u>	<u>8/18/18</u>
Phone/email	<u>885-2271</u>	<u>dewart@uidaho.edu</u>

Reviewed by General Counsel ___ Yes ___ X ___ No Name & Date: _____

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

At the beginning of FY16, the Division of Finance and Administration (DFA) was divided into two separate divisions—the Division of Finance (Controller’s Office, Budget, General Accounting, Human Resources, Auxiliary Services) and the Division of Infrastructure (ITS, Facilities, Public Safety, Real Estate, and Administrative Operations) with a separate VP for each division. The purpose of this change is to update all DFA references to reflect the new titles and responsibilities of the two new VP positions as related to the FSH.

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

There are no fiscal impacts associated with this change.

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

APM 10.40, 25.01, 25.02, 40.08, 40.10, 60.21, 61.62, 70.09, 71.50 FSH 2800, 3170, 3440, 3890, 4230

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. Effective 7/1/15.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
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APM F&A Appr.: _____ _____ <i>[Office Use Only]</i>
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FSH Appr. _____ FC _____ GFM _____ Pres./Prov. _____ _____ <i>[Office Use Only]</i>

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

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND
GOVERNANCE

July 2016

1640
COMMITTEE DIRECTORY

PREAMBLE: This section contains statements of the function and structure of each university-level standing committee. The names of persons appointed to serve on each such committee are published at the beginning of each academic year by the Committee on Committees, and copies of this publication are available from the Office of the Faculty Secretary (208-885-6151). This section, dating to the 1979 edition of the Handbook, has been frequently revised as necessitated by the changing mission or membership of existing committees or the deletion of obsolete committees or the addition of new ones.

**1640.22
CAMPUS PLANNING ADVISORY COMMITTEE****A. FUNCTION.**

A-1. To advise the Faculty Senate and the president concerning campus planning, including such areas as the following: *[ed. 7-09]*

- a.** To recommend projects that affect the campus environment and to review such projects that originate outside of the committee.
- b.** To encourage optimal use of UI's human and physical resources in the planning of campus development.
- c.** To consider faculty and staff views concerning interrelationships between academic and support programs and their environment.
- d.** To be concerned with both short-term and long-term projects and with their immediate and future implications.
- e.** To be concerned with the coordination of campus and community planning: keeping informed on development planning in the community, taking such planning into consideration in campus planning, and informing community planners of projected campus developments.

A-2. To present annually to the Faculty Senate and the president a report on the campus plan. Because of the responsibility of the vice president for ~~infrastructure finance and administration~~ for overseeing facility planning and maintenance [see 1420 B-1], this committee regularly reports to the president through that vice president. *[ed. 7-09]*

B. STRUCTURE. Five faculty members, two of whom are elected by and from Faculty Senate. The committee's chair will be selected from one of these five. The other members of the committee will be the Vice President for ~~Infrastructure Finance and Administration~~ (or designee), the Assistant Vice President for Facilities, the ~~CIO Executive Director~~ of Information Technology, one staff member, and the Coordinator of Disabled-Student Services (or designee). *[rev. 7-99, 7-06, 7-08, 7-10, ed. 7-04, 7-09]*

REQUESTED CHANGES TO FSH

DUE TO DIVISION OF FINANCE & ADMINISTRATION 2015
 RESTRUCTURING TO DIVISION OF FINANCE AND DIVISION OF
 INFRASTRUCTURE

1640 – COMMITTEE DIRECTORY

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.24	C-1	History, Mission, General Org, and Governance	

EXISTING

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for administration and finance. A “Notice of Appeal” form must be filed with the vice president, with a copy to the CPAB chair, within 30 days of the notification to the supervisor by HR of its decision. [ed. 7-06]

CHANGE

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for ~~administration and~~ finance. A “Notice of Appeal” form must be filed with the vice president, with a copy to the CPAB chair, within 30 days of the notification to the supervisor by HR of its decision. [ed. 7-06]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.40	A-2	History, Mission, General Org, and Governance	

EXISTING

A-2: To advise the president or the president’s designee on the operational use of UI facilities and to advise him/her and the vice president for finance and administration concerning appropriate fees to charge.

CHANGE

A-2: To advise the president or the president’s designee on the operational use of UI facilities and to advise him/her and the vice president for finance ~~and~~ administration concerning appropriate fees to charge.

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.55	B	History, Mission, General Org, and Governance	

EXISTING

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research or designee (w/o vote), the Executive Director of Information Technology, or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member)

are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management. [ed. 7-05, rev. 7-06]

CHANGE

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research or designee (w/o vote), the **Vice President for Infrastructure Executive Director of Information Technology**, or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management. [ed. 7-05, rev. 7-06]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.71	B	History, Mission, General Org, and Governance	

EXISTING

B. STRUCTURE. Radiation safety officer, director of Environmental Health and Safety or a representative of **Finance and Administration**, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of **Finance and Administration**, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary **b**ut not less than quarterly. [ed. 9-10, rev. 11-10]

CHANGE

B. STRUCTURE. Radiation safety officer, director of Environmental Health and Safety or a representative of **the Division of Infrastructure Finance and Administration**, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an

authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of **the Division of Infrastructure Finance and Administration**, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary, but not less than quarterly. [ed. 9-10, rev. 11-10]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.87	A-9	History, Mission, General Org, and Governance	

EXISTING

A-9. To work in conjunction with Faculty Senate’s Information Technology Committee to advise CTI and the **Director of IT** on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09]

CHANGE

A-9. To work in conjunction with Faculty Senate’s Information Technology Committee to advise CTI and the **Chief Information Officer (CIO) Director of IT** on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.94	B	History, Mission, General Org, and Governance	

EXISTING

B. STRUCTURE AND MEMBERSHIP. Secretary of the Faculty who serves as chair, one faculty member who resides at the Moscow campus, the **Executive Director of Information Technology** or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary’s delegate at faculty meetings. One alternate faculty member from each designated site will be selected. Committee members are appointed by the university’s Committee on Committees and serve a three-year period. [rev. 8-12]

CHANGE

B. STRUCTURE AND MEMBERSHIP. Secretary of the Faculty who serves as chair, one faculty member who resides at the Moscow campus, the **Chief Information Officer (CIO) Executive Director of Information Technology** or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary’s delegate at faculty meetings. One alternate faculty member from each designated site will be selected. Committee members are appointed by the university’s Committee on Committees and serve a three-year period. [rev. 8-12]

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook 1460* for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

[3/09]

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

Emergency *Minor Amendment*

Chapter & Title: FSH 1620 – University-Level Committees

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):

Faculty Secretary Don Crowley

Oct. 2016

(Please see FSH 1460 C)

Name _____ Date _____

Telephone & Email:

crowley@uidaho.edu 5-7808

Policy Sponsor: (If different than originator.)

Patrick Hrdlicka, Chair Committee on

Committees

Name _____ Date _____

Telephone & Email:

hrdlicka@uidaho.edu

Reviewed by General Counsel ___ Yes ___ No Name & Date:

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

- Minor edits to update process.
- Enable committees to vote by email under specific conditions allowing committees to be more productive as more and more committees have requested the ability to do so given the electronic age.
- Ensure that committee business is not delayed due to staff and student groups who sometimes struggle in finding individuals early in the fall semester. This proposed language will not bypass the approval process, but will allow committee chairs to solicit and recommend names for approval by these groups for consideration.

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

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

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

If not a minor amendment forward to: _____

Policy Coordinator Apr. & Date: _____ [Office Use Only]
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APM F&A Aprr.: _____ [Office Use Only]
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FSH Apr. _____ FC _____ GFM _____ Pres./Prov. _____ [Office Use Only]
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Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
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1620 - UNIVERSITY-LEVEL COMMITTEES

PREAMBLE: This section outlines the regulations governing university-level committees (Part B). It also includes a section on guidelines for committee chairs (Part C). In 2007 this section was substantially revised to reflect current process, in 2008 minor changes were made to B-2, 13 and C-13, and in 2010 Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 1-07, 7-08, 7-10]

CONTENTS:

- A. Function, Structure, and Membership of Committees
- B. Regulations Governing Committees
- C. Guidelines for Committee Chairs

A. FUNCTION, STRUCTURE, AND MEMBERSHIP OF COMMITTEES. See 1640 for the function and structure of each university-level standing committee. The list of members appointed to serve on these committees is published on the Faculty Senate website at <http://www.webpages.uidaho.edu/facultycouncil/committees.htm>, after the beginning of the academic year by the Committee on Committees, ~~and copies of the booklet can be downloaded and printed from the website.~~ [rev. 1-07, ed. 7-10, 12-13]

B. REGULATIONS GOVERNING COMMITTEES. The following is a codification of the general regulations governing committees:

B-1. As used here, “committee” is a general term denoting any standing or special committee, subcommittee, council, board, senate or similar body. [ed. 7-10]

B-2. The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, standing committees of the university faculty are policy actions that require approval by the Faculty Senate. [rev. 1-07, 7-08, 7-15, ed. 7-10]

B-3. *Ad hoc* committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

B-4. The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of standing committees of the university faculty. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. [ed. 7-10]

B-5. In selecting staff members to serve, the Committee on Committees seeks nominations from the Staff Affairs Committee, which considers expressions of interest by employees to serve on various committees and the qualifications of employees with reference to existing committee vacancies. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee’s annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on the Staff Affairs Committee itself, it is expected that the employee will first secure the consent of his or her supervisor

before becoming a candidate.)

B-6. Ordinarily, no faculty committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

B-7. Unless otherwise noted within the structure of a committee in FSH 1640, chairs are selected by the Committee on Committees. The chairs of faculty standing committees generally are rotated so that no committee comes to be identified with one person. *[rev. 7-10]*

B-8. The president of the university, or the president's designee, is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of the university faculty or of the Faculty Senate, the president or the president's designee serves without vote. *[ed. 7-10]*

B-9. The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of the university faculty or of the Senate. *[ed. 7-10]*

B-10. Students are to be represented, if they so desire, on faculty committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives nominations from the ASUI, GPSA and SBA to fill positions established for student members of faculty committees. [See 1640.] If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum. *[rev. 1-07, 1-14, 7-14, ed. 7-10]*

B-11. The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Faculty Senate. *[ed. 7-10]*

B-12. UI committees meet on the call of the chair. Committees under the jurisdiction of the university faculty or any of its constituencies may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members. *[rev. 1-07]*,

B-13. A quorum for any committee under the jurisdiction of the university faculty or any of its constituencies consists of at least 50% of its voting members, unless otherwise stated in the committee structure. *[add. 1-07, rev. 7-08]*

B-14. Voting:

- Proxy votes are not permitted in committees under the jurisdiction of the university faculty or of the Faculty Senate. *[ren. 1-07, ed. 7-10]*
- Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc.

B-15. Unless otherwise provided, assignments to faculty committees begin on the official opening date of the academic year, whichever is earlier. *[ren. and rev. 1-07]*

B-16. Open Committee Meetings. *[ren. 1-07]*

a. Meetings of university-level committees, committees of the colleges, divisions,

subdivisions, and other UI units, and *ad hoc* committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters, [see B-16-d]. [ed. 7-00, rev. 1-07]

b. Observers may speak only by invitation of the chair.

c. Observers may use their own tape recorders or other recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through regular channels and pay the full costs involved in making the copy.

d. An exception to the exception stated in B-16-a is permitted in hearings on appeals when the appellant demands in writing before the hearing board's first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the power to close the hearing to the public if, in the chair's opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the power to exclude prospective witnesses from the hearing until they have testified. [ed. 1-07]

B-17. Standing committees are to keep minutes and to distribute them as provided in C-7. [ren. 1-07]

B-18. Smoking is prohibited in official meetings and hearings of UI committees. [ren. 1-07]

B-19. Rules of Order. [See 1520 VI.] [ren. 1-07]

C. GUIDELINES FOR COMMITTEE CHAIRS. These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognized that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

C-1. At the beginning of each semester, contact committee members about times they would be available for a set meeting (for committees that do not have set meeting times already established) so that the times that the committee members will be available to meet can be ascertained. [rev. 1-07]

C-2. Hold an organizational meeting as early as possible in September to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a secretary. [rev. 1-07]

C-3. To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process.

C-4. Establish the best means of getting in touch with each student member.

C-54. Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are problems that need to be

considered. *[rev. 1-07]*

C-65. Send an agenda with the call of a meeting to all members and post it to the committee's web page at <http://www.webs.uidaho.edu/facultycouncil/committees.htm>. *[rev. 1-07]*

C-76. Read the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented.

C-87. ~~Send Post~~ approved minutes of each meeting of the committee to the Faculty Secretary's Office at facsec@uidaho.edu on the committee's webpage at <http://www.webs.uidaho.edu/facultycouncil/committees.htm> and send copies to members of the committee. Committees that address matters with confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1_mmddy." *[rev. 1-07]*

C-89. Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee's action to present their views to the committee. *[ren. 1-07]*

C-910. Inform those who are affected by the committee's actions of such actions. *[ren. 1-07]*

C-101. Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise. *[ren. & rev. 1-07, ed. 7-10]*

C-121. Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member. *[ren. & rev. 1-07]*

C-132. Prepare a brief year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution. *[ren. & rev. 1-07, ed. 7-10]*

C-143. Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning. *[ren. & rev. 1-07, rev. 7-08]*

C-154. Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines. *[ren. 1-07]*



POLICY COVER SHEET

FS-17-023

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

[3/09]

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

Emergency

Minor Amendment

Chapter & Title: **FSH 1640.83 & 1640.93 – Student Appeals & SDRB**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):

Faculty Secretary Don Crowley

Oct. 2016

(Please see FSH 1460 C)

Name

Date

Telephone & Email:

crowley@uidaho.edu 5-7808

Policy Sponsor: (If different than originator.)
 Committees

Patrick Hrdlicka, Chair Committee on

Name

Date

Telephone & Email:

hrdlicka@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: _____

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

Added language to ensure members are aware of summer commitment and that outgoing members are aware of the need to remain on the committee until their replacement is elected and Title IX training received.

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

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

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

If not a minor amendment forward to: _____

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

APM F&A Appr.: _____ [Office Use Only]
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FSH Appr. _____ FC _____ GFM _____ Pres./Prov. _____ [Office Use Only]

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
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FSH 1640.83 - STUDENT APPEALS COMMITTEE

A. Function. To conduct a review at the request of a student who wishes to appeal a decision of any Student Disciplinary Review Board panel in matters that include a sanction of suspension, expulsion, or withholding or revoking a degree. A subcommittee (see B-1 below) of the Student Appeals Committee, will make a determination as to whether the student's appeal meets the qualifications as stated in FSH 2400 C-6.

B. Structure and Membership. The committee shall be composed of eleven members to include six faculty (at least two will be from the current year's Faculty Senate), two staff, and three students (at least one undergraduate and one graduate student) who will be eligible to serve on a subcommittee as noted in B-1 below. The term of membership is three years, with initial terms staggered to form a rotation pattern.

B-1. Subcommittee: For each appeal, the Chair of the Student Appeal Committee shall appoint a three member subcommittee and designate a chair. Each subcommittee will consist of at least one faculty member and, if possible, at least one student. A student may not chair any subcommittee. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review.

C. SPECIAL CONSIDERATION. Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the Student Appeal Committee should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, Student Appeal Committee members may need to be available for approximately two to four hours within as little as five days of a student being notified of a decision of an SDRB panel review.

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).

1640.93 - STUDENT DISCIPLINARY REVIEW BOARD (SDRB)

A. FUNCTION. UI's disciplinary review process for alleged violations of the Student Code of Conduct is established and maintained for the handling of disciplinary matters concerning UI students ("student" is defined in FSH 2300 I.A-6 and 2400 A-1. The SDRB is one of the reviewing bodies involved in the review process set out in FSH 2400 which covers any and all matters that are related to and consistent with the Student Code of Conduct (FSH 2300) and the Statement of Student Rights (FSH 2200). *[rev. 7-14, 7-16]*

B. STRUCTURE AND MEMBERSHIP. The SDRB is broadly representative of the academic community. The SDRB consists of thirteen members: five faculty members, two staff, five undergraduate students and one graduate student. The chair is responsible for forming a panel (see B-1 below) and designating the chair. Given the nature of responsibility of the Chair of SDRB, Committee on Committees will first consider a tenured faculty member. *[rev. 7-14, 7-16]*

B-1. Panel: The chair of the SDRB shall appoint a three person panel from the committee to hear matters presented to the SDRB pursuant to FSH 2400. Each panel will consist of at least one faculty member and, if possible, at least one student. A student may not chair any panel. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review. *[add. 7-16]*

C. SPECIAL CONSIDERATION. Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the SDRB should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, SDRB members may need to be available for approximately two to four hours within as little as five days of a student being notified of the alleged violation of the Student Code of Conduct.

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).



POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website:

www.webs.uidaho.edu/uipolicy)

[3/09]

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

Emergency

Minor Amendment x

Chapter & Title: 6880 CAMPUS RECREATION

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):

ROBERT ANDERSON

11/26/2016

(Please see FSH 1460 C)

Name

Date

Telephone & Email:

5-7353

andersonr@uidaho.edu

Policy Sponsor: (If different than originator.)

GREG TATHUA

11/26/2016

Name

Date

Telephone & Email:

gtatham@uidaho.edu

Reviewed by General Counsel ___ Yes ___ x ___ No Name & Date: _____

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

Change is to reflect changes implemented back in 2012, see Faculty Senate Minutes of meeting #8, October 16, 2012.

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

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

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. **1/1/2017**

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: [Office Use Only]
<i>APM</i> F&A Appr.: _____ [Office Use Only]

<i>FSH</i>
Appr. _____
FC _____
GFM _____
Pres./Prov. _____
[Office Use Only]

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

FS-17-027

UI FACULTY-STAFF HANDBOOK

CHAPTER SIX:

OTHER GENERAL INSTITUTIONAL POLICIES

2007 (editorial)

6880

CAMPUS RECREATION

PREAMBLE: This section outlines recreational opportunities for students, faculty, staff, and the general public offered by Campus Recreation. Unless otherwise noted, the text is as of July 1996. For further information, call 208-885-6381. [ed. 7-00]

A. Campus Recreation provides students faculty, staff, and to a limited extent the general public with recreation opportunities. Activities provide opportunities for:

- A-1. Spending leisure time in structured or unstructured sport and recreational activities.
- A-2. Meeting and participating with others who have similar recreational interests.
- A-3. Increasing interest in sport and recreational activities that can continue throughout the participant's lifetime.
- A-4. Developing group spirit and identity by participating together in play situations.
- A-5. Improving fitness and, consequently, enjoying a healthier body and a more alert mind.

B. Campus Recreation administers the following functional areas:

B-1. Intramural Sports. The intramural sports program consists of structured activities that involve organized competition (men's, women's, and co-rec) in individual, dual, and team sports among residence halls, fraternities, sororities, off-campus student groups, and faculty-staff. Program direction, selection of activities, and development of operational policies are provided by the student managers of groups participating in intramural sports.

B-2. Informal Recreation. The informal recreation program consists of unstructured activities in which facilities, supervision, and equipment are provided but for which there are few organized events.

B-3. Fitness. Campus Recreation provides opportunities for individuals to acquire new activity skills, improve skills, gain knowledge and insight, and improve fitness through self-directed activities and non-credit classes for university students, faculty, and staff.

B-4. Special Events. Special event programs provide opportunities to participate in organized recreation and sport events. The program meets needs and interests that are not met through competitive intramural sports programs or other recreation programs. [ed. 7-00]

~~B-5. Swim Center. The Swim Center program provides:~~

- ~~a. Opportunities to improve fitness through self-directed and staff-directed activities.~~
- ~~b. Recreational swimming and aquatic play opportunities during leisure time.~~
- ~~c. Structured fun and competitive special events.~~
- ~~d. Noncredit instructional classes to improve swimming, safety, and rescue skills.~~

~~B-5. Swim Center. The Swim Center program provides:~~

- ~~a. Opportunities to improve fitness through self-directed and staff-directed activities.~~

Commented [TA(1)]: Senate reinserted 11/29/16.

UI FACULTY-STAFF HANDBOOK
Chapter VI: OTHER GENERAL INSTITUTIONAL POLICIES
Section 6880: Campus Recreation
2007 (editorial)

[b. Recreational swimming and aquatic play opportunities during leisure time.](#)

[c. Structured fun and competitive special events.](#)

[d. Noncredit instructional classes to improve swimming, safety, and rescue skills.](#)

B-6. Locker Room Services. Locker room services provide locker and shower room facilities and attendants, towel and locker service, and equipment checkout for physical education classes and general recreational use.

B-7. Summer Session Recreation. The summer session recreation program provides special leisure-time opportunities for students and employees.

B-8. Sport Clubs. In cooperation with the ASUI Recreation Advisory Board and the Director of the Student Union/Student Activities the Campus Recreation unit manages the university of Idaho Sports Club Program.

C. USE OF RECREATIONAL FACILITIES. Access to the Memorial Gymnasium and the Physical Education Building for recreational use is as follows [*ed. 7-00*]:

C-1. UI Students. Full or part-time undergraduate and graduate students may use recreational facilities free of charge (valid UI identification card required).

C-2. Faculty and Staff. Faculty and staff members on regular appointment, as well as retired personnel, may use recreational facilities free of charge (valid UI identification card required).

C-3. Irregular Help. UI employees not on regular appointment may use recreational facilities through the fee-based facility pass program.

C-4. Special Programs. Persons attending UI-sponsored programs such as workshops, seminars, and short courses, may use recreational facilities with a special-programs activity pass available from the specific program director or coordinator.

C-5. University Guests. UI departments may purchase passes that can be used by their guests for access to recreational facilities.

C-6. Personal Guests. Friends and relatives may use recreational facilities as guests of students or employees. Guests must be accompanied by their UI host while using facilities. One-day guest passes may be purchased at the Campus Recreation Office during regular office hours. Guest passes are not transferable and are good only on the dates specified.

C-7. General Public. Persons not connected with UI may use recreational facilities on a regular basis through the fee-based facility pass program. Some restrictions apply to children.

C-8. Spouses. The spouse of a UI student or faculty or staff member may use recreational facilities on a regular basis through the fee-based facility pass program.

C-9. Children and Youth. Children and youth, whether of a UI-related family or not, may use recreational facilities under the following conditions:

a. All children must have a facility pass or guest pass.

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b. Children under the age of 18 must be accompanied and supervised by their parents or guardians who are participating in the same activity.

c. Use of the weight room is limited to individuals who are 18 years old or older.

~~**D. USE OF THE SWIM CENTER.** Access to the Swim Center for recreational use is as follows:~~

~~**D-1.** Full or part-time undergraduate and graduate students may use the center free of charge (valid UI identification card required).~~

~~**D-2.** Faculty and staff members on regular appointment, as well as retired personnel, may use the center free of charge (valid UI identification card required).~~

~~**D-3.** All other individuals are charged a daily fee to use the Swim Center. Four month and yearly Swim Center passes are also available.~~

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR
REQUEST FORM
Short Form**

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	April 18, 2016	Vote Record:	19 for, zero against, zero abstain
College Approval Date:	May 4, 2016	Vote Record:	21 for, zero against, zero abstain
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Lori Baker-Eveleth	leveleth@uidaho.edu	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	Modify:	<input checked="" type="checkbox"/>	Discontinue:	<input type="checkbox"/>	
Graduate Level:	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:
Option:					
Emphasis:					
Minor:					
Academic Certificate less than 30 credits:					
Teaching Endorsement (Major/Minor):					
Overview of Program Component: <i>Provide a brief narrative description</i>					

Program Component Curriculum: <i>Required courses</i>	
--	--

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	Information Systems
New Name:	Management Information Systems
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>
Brief Description of financial impact:	Increasing student enrollment could provide a positive fiscal impact at both the college and university level.	

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The goal of Information Systems is to link technology, people, and business. Students need to understand the development and design of technology systems in order to manage the information system effectively and efficiently. To highlight the focus on management, changing the major title to Management Information Systems is consistent with the focus. Also, to eliminate confusion with International Studies and to be consistent with the existing curriculum, Information Systems is better labeled Management Information Systems. The department of business is changing prefixes from BUS to the major of MIS to allow students to find the major easier.

In our peer institutions the term Management Information Systems is used most often when associated with a business college (e.g., Washington State University, Utah State University).

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X	
Coeur d'Alene		
Boise*		
Idaho Falls*		
Other**		Location(s): _____

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	
Date Received by the Office of the Provost and Executive Vice President:	Processed 9/15/16--mds
Date Received by UCC Secretary:	9/15/16
UCC Item Number:	UCC-17-003
UCC Approval Date:	Vote Record:
Faculty Senate Item Number:	
Faculty Senate Approval Date:	Vote Record:
General Policy Report Number or Faculty Meeting Date:	
Office of the President Approval Date:	
State Board of Education Approval/Acknowledgement Date:	

TO: University Curriculum Committee

FROM: Sanjay R. Sisodiya, Chair of Curriculum Committee for the College of Business and Economics

RE: Prefix Change

DATE: May 4, 2016

The faculty of the College of Business and Economics (CBE) request that new prefixes be created for Business courses (Bus) in the UI General Catalog. The change would entail the use of these prefixes for courses in the content areas of Entrepreneurship (Entr), Finance (Fin), Management Information Systems (MIS), Management and Human Resources (MHR), Marketing (Mktg), Operations Management (OM), and PGA Golf Management (PGA). The change in prefixes allows for more flexibility in course numbering, facilitates advising, assists in course transfer, and presents a prefix system that reflects the norms at other institutions.

Regarding courses using a "standard course number" (Faculty-Staff Handbook 4130 A), the Bus prefix currently lists eleven of these courses in the UI General Catalog (200, 204, 298, 299, 398, 400, 404, 499, 502, 504, and 505). For each of the newly created prefixes, please continue to list the following: special topics (204, 404), internship (298, 398), and directed study (299, 499). For example, an internship in Finance would have a prefix and course number of Fin 398. These three types of courses are used on a routine basis, while the others are rarely used. The rarely used course numbers can be activated in the Course Schedule on an as needed basis.

With respect to current language in the UI General Catalog that states Bus and/or CBE prefix courses (e.g., Business Minor), we request that the language also include the newly created prefixes (Entr, Fin, MIS, MHR, Mktg, OM, and PGA).

These changes have been approved by the Department of Business on April 18th, 2016, the CBE Curriculum Committee on April 25th, 2016, and the CBE Faculty on May 4th, 2016. Below is the summary of new prefixes and their associated course numbers (courses in blue use a "standard course number"):

Bus	EntrFin	MIS	MHR	Mktg	OM	PGA
100	414	260	250	290/310	321 370	103
101	415	301	350	311	324	378 110
190		302	351	411	420	439 150
252	204	381	353	412	421	446 251
339	404	407	355	413	422	456 385
390	298	408	452	416	424	470 386
429	398	409	453	417	425	472
490	299	460	454	418	426	204
551	499	463		441	427	204 404
552		464	204	513	428	404 298
		465	404		482	298 398
200		466	298	204	495	398 299
204		467	398	404		299 499
298		468	299	298	204	499
299		469	499	398	404	
398		483		299	298	
400				499	398	
404		204			299	
499		404			499	
502		298				
504		398				
505		299				
		499				

Fall Final Examination Schedule December 11-15, 2017

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Tuesday	7:30 AM	9:30 AM
Monday	8:30 AM	Wednesday	7:30 AM	9:30 AM
Monday	9:30 AM	Thursday	7:30 AM	9:30 AM
Monday	10:30 AM	Friday	10:00 AM	12:00 PM
Monday	11:30 AM	Monday	10:00 AM	12:00 PM
Monday	12:30 PM	Tuesday	12:30 PM	2:30 PM
Monday	1:30 PM	Wednesday	12:30 PM	2:30 PM
Monday	2:30 PM	Friday	3:00 PM	5:00 PM
Monday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Monday	4:30 PM	Monday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Monday	7:30 AM	9:30 AM
Tuesday	9:30 AM	Friday	7:30 AM	9:30 AM
Tuesday	11:00 AM	Tuesday	10:00 AM	12:00 PM
Tuesday	12:30 PM	Thursday	10:00 AM	12:00 PM
Tuesday	2:00 PM	Monday	12:30 PM	2:30 PM
Tuesday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Thursday	7:30 AM	9:30 AM
Wednesday	8:30 AM	Friday	7:30 AM	9:30 AM
Wednesday	9:30 AM	Monday	7:30 AM	9:30 AM
Wednesday	10:30 AM	Wednesday	10:00 AM	12:00 PM
Wednesday	11:30 AM	Thursday	10:00 AM	12:00 PM
Wednesday	12:30 PM	Friday	12:30 PM	2:30 PM
Wednesday	1:30 PM	Monday	12:30 PM	2:30 PM
Wednesday	2:30 PM	Tuesday	12:30 PM	2:30 PM
Wednesday	3:30 PM	Thursday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Thursday	3:00 PM	5:00 PM
Thursday	8:00 AM	Tuesday	7:30 AM	9:30 AM
Thursday	9:30 AM	Wednesday	7:30 AM	9:30 AM
Thursday	11:00 AM	Wednesday	10:00 AM	12:00 PM
Thursday	12:30 PM	Friday	12:30 PM	2:30 PM
Thursday	2:00 PM	Friday	12:30 PM	2:30 PM
Thursday	3:30 PM	Monday	3:00 PM	5:00 PM
Friday	7:30 AM	Friday	7:30 AM	9:30 AM
Friday	8:30 AM	Monday	7:30 AM	9:30 AM
Friday	9:30 AM	Tuesday	7:30 AM	9:30 AM
Friday	10:30 AM	Monday	10:00 AM	12:00 PM
Friday	11:30 AM	Thursday	10:00 AM	12:00 PM
Friday	12:30 PM	Wednesday	12:30 PM	2:30 PM
Friday	1:30 PM	Thursday	12:30 PM	2:30 PM
Friday	2:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Friday	4:30 PM	Friday	3:00 PM	5:00 PM

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- Online classes, which have in person finals, will have the final examination the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Spring Final Examination Schedule May 7-11, 2018

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Wednesday	7:30 AM	9:30 AM
Monday	8:30 AM	Thursday	7:30 AM	9:30 AM
Monday	9:30 AM	Friday	7:30 AM	9:30 AM
Monday	10:30 AM	Monday	10:00 AM	12:00 PM
Monday	11:30 AM	Tuesday	10:00 AM	12:00 PM
Monday	12:30 PM	Wednesday	12:30 PM	2:30 PM
Monday	1:30 PM	Thursday	12:30 PM	2:30 PM
Monday	2:30 PM	Monday	3:00 PM	5:00 PM
Monday	3:30 PM	Thursday	3:00 PM	5:00 PM
Monday	4:30 PM	Tuesday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Tuesday	7:30 AM	9:30 AM
Tuesday	9:30 AM	Monday	7:30 AM	9:30 AM
Tuesday	11:00 AM	Wednesday	10:00 AM	12:00 PM
Tuesday	12:30 PM	Friday	10:00 AM	12:00 PM
Tuesday	2:00 PM	Tuesday	12:30 PM	2:30 PM
Tuesday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Friday	7:30 AM	9:30 AM
Wednesday	8:30 AM	Monday	7:30 AM	9:30 AM
Wednesday	9:30 AM	Tuesday	7:30 AM	9:30 AM
Wednesday	10:30 AM	Thursday	10:00 AM	12:00 PM
Wednesday	11:30 AM	Friday	10:00 AM	12:00 PM
Wednesday	12:30 PM	Monday	12:30 PM	2:30 PM
Wednesday	1:30 PM	Tuesday	12:30 PM	2:30 PM
Wednesday	2:30 PM	Wednesday	12:30 PM	2:30 PM
Wednesday	3:30 PM	Friday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Friday	3:00 PM	5:00 PM
Thursday	8:00 AM	Wednesday	7:30 AM	9:30 AM
Thursday	9:30 AM	Thursday	7:30 AM	9:30 AM
Thursday	11:00 AM	Thursday	10:00 AM	12:00 PM
Thursday	12:30 PM	Monday	12:30 PM	2:30 PM
Thursday	2:00 PM	Monday	12:30 PM	2:30 PM
Thursday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	7:30 AM	Monday	7:30 AM	9:30 AM
Friday	8:30 AM	Tuesday	7:30 AM	9:30 AM
Friday	9:30 AM	Wednesday	7:30 AM	9:30 AM
Friday	10:30 AM	Tuesday	10:00 AM	12:00 PM
Friday	11:30 AM	Friday	10:00 AM	12:00 PM
Friday	12:30 PM	Thursday	12:30 PM	2:30 PM
Friday	1:30 PM	Friday	12:30 PM	2:30 PM
Friday	2:30 PM	Wednesday	3:00 PM	5:00 PM
Friday	3:30 PM	Thursday	3:00 PM	5:00 PM
Friday	4:30 PM	Monday	3:00 PM	5:00 PM

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- Online classes, which have in person finals, will have the final examination the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

I - ~~Other~~ Alternative Credit Opportunities

Students have the opportunity to earn undergraduate academic credit through Advanced Placement Examinations (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), General Certificate of Education Examinations (A-Level), Global Assessment Certificate Examinations (GAC); DANTES Subject Standardized Tests (DSST); credit by examination, portfolio, technical competence, vertical course credit; and military courses. (See regulation J-5-a for credit limitations.)

Minimum scores needed to earn credit for AP, CLEP, IB, A-Level, or GAC examinations are available on the Registrar's website, www.uidaho.edu/registrar

~~I-1. Credit opportunities for exams/high school courses taken prior to becoming a degree-seeking undergraduate student at UI. (See regulation J-5-b for credit limitations.)~~

~~I-1.a. College Board Advanced Placement Exams (AP).~~ Credit is granted for advanced placement courses completed in high school in which a rating of 5, 4, or 3 is attained in College Board advanced placement tests. For details, see Registrar's website, www.uidaho.edu/registrar.

~~I-1.b. College Level Examination Program (CLEP).~~ UI grants credit for the successful completion of tests under the College Level Examination Program, as approved for specific courses by UI departments. For minimum scores needed to earn credit, see Registrar's website, www.uidaho.edu/registrar.

~~I-1.c. Other Exams.~~ UI grants credit for students who achieve specific scores on the ACT, SAT, and COMPASS exams. Credit from these exams for Engl 101 will be granted after the successful completion of Engl 102. For the minimum scores needed to earn credit, see Registrar's website, www.uidaho.edu/registrar.

~~I-2. Credit opportunities while an undergraduate degree-seeking student at UI. (See regulation J-5-b for credit limitations.)~~

~~I-2.a. Challenged Courses (Credit by Examination).~~ ~~Degree-seeking s~~Students may challenge UI lecture and associated laboratory courses (earn credit by examination) as follows:

1. Students must receive permission from the course instructor, from the administrator of the department in which the course is offered, and from his/her academic dean to challenge a course. Applications to challenge a course are available on the Registrar's Website. The application must be signed and the application fee paid to the Student Accounts/Cashiers Office (see [Special Fees](#) for extramural credits). The form is then returned to the Registrar's Office. The registrar checks the student's record to confirm if the student is eligible to challenge the course and notifies the instructor or student accordingly.
2. ~~Undergraduates~~Students must score C or higher to pass and obtain credit. ~~Graduate students must score A or B to pass and obtain credit.~~ A passing grade is entered as P and is not included in grade-point computations. The student's account will be charged the appropriate per-credit fee at the time the credits are recorded on the student's transcript (see [Special Fees](#) for extramural credits). If a student does not meet these standards, no entry is made on their record and no per-credit fee is charged to their account.
3. Results of the challenged courses must be forwarded to the registrar no later than the beginning of the last week of the semester.
4. No examinations under this regulation may be conducted during the last two weeks of any academic session.
5. Students are not permitted to challenge a prerequisite course after having completed the advanced course.
6. ~~Credit in courses offered by the College of Law may not be obtained by this procedure.~~

I-2-b. Experiential Learning Credit Portfolio. With the approval of an ad hoc committee consisting of representatives from the colleges and departments involved ~~(convened by the registrar) and payment of the applicable fees (see [Special Fees](#) for extramural credits),~~ an undergraduate may be awarded ~~lower-division and/or upper-division (100-499 series)~~ credit in a specific undergraduate-level course in recognition of university-level knowledge or competence ~~gained in work and life situations outside of UI's jurisdiction, mass media, and independent reading and study acquired from work experiences, community and volunteer extension courses, and participation in informal courses and in-service training sponsored by associations, business, government, and industry. Examples of work and life situations outside UI's jurisdiction include knowledge or competence gained in business, industry, government, or community agencies; or through travel or private study; or while studying at a proprietary or non-accredited institution.~~ ~~Petitions~~Requests for such credit must be approved by the student's departmental administrator and academic dean, and must be supported by such evidence as is needed to provide a sound basis for evaluating the student's achievements. Credits granted under this regulation are ~~recorded as experiential learning and assigned a grade of P is assigned.~~ Credit will be awarded at the undergraduate level based on demonstrated learning outcomes within the subject, course, or programs offered by the University. The department through which the degree is to be granted will determine the applicability of credits earned through experiential learning toward the satisfaction of specific degree requirements. (See J-5.) ~~Petition f~~Forms for experiential learning portfolio credit are available on the Registrar's website, www.uidaho.edu/registrar.

I-2-c. Technical Competency Credit. Technical competency credits may be gained from experience in areas of concentration related to bachelor's degrees in professional-technical education or industrial technology. Grades of P for the successful completion of [IndT 407](#), are normally recorded on a student's transcript during their last semester or upon completion of all degree requirements. A maximum of ~~3230~~ credits may be earned in ~~a combination of~~ [IndT 407](#). Applications and instructions for technical competency credits are available at the Department of Curriculum and Instruction. See [Special Fees](#) for extramural credits.

I-2-d. Vertically Related Course Credit. Undergraduate degree-seeking students may bypass an elementary course and enroll in a higher vertically related course. Students with a C or better in the advanced course are eligible to receive credit and a grade of P for the lower vertically related courses in the same subject matter. Vertically related courses are listed at the beginning of each subject in the course descriptions section. Applications to receive credit for vertically related courses are available on the Registrar's website, www.uidaho.edu/registrar. See [Special Fees](#) for extramural credits. *Advisors should make sure that students are aware of this opportunity for obtaining credit.*

I-2-e. Military Courses. Student who have served in the armed forces may receive credit based upon completed military courses recorded on their official Joint Services Transcript (JST). Evaluations for the granting of credit for military courses are based on the recommendations in the American Council of Education (ACE) guide.

I-3. Students who have completed courses at other institutions after bypassing lower vertically related courses, but have not been awarded credit for those bypassed courses, ~~will be granted such credit on completion of a yet higher vertically related course at UI.~~ may receive credit for vertically related course(s) by following I-2-d.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for alternative credit opportunities (see regulation I) or independent study, ~~bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning~~ can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

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

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

J-5-b. Thirty credits earned in alternative credit opportunities (see regulation I).

~~**J-5-b.** Forty-eight credits in any combination of credits granted for the following types of courses: credit based on test scores (for CLEP, College Board advanced-placement tests, ACT, SAT, COMPASS), credit by examination (challenge), experiential learning, independent study, technical competence, vertically-related course credit, and vocational-technical or military school courses. This 48-credit limitation may be exceeded for good cause with the approval of the Academic Petitions Committee (file petition through dean's office). Note: credits earned through any combination of external study and technical competence cannot exceed a maximum of 32 of the allowable 48 credits.~~

J-5-c. Twelve credits earned under the pass-fail option (see [regulation B-11](#)).

~~**J-5-d.** Six credits in remedial-level courses; to be counted, these credits must have been earned before the fall semester 1983; no such credits earned after summer session 1983 may be counted. Zero credits in remedial-level courses.~~

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

FS-17-019

Date of Proposal Submission:	Oct. 31, 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters Arts and Social Sciences
Name of Department(s) or Area(s):	Journalism and Mass Media

Program Identification for Proposed New or Modified Program:

Program Title:	Film & Television Studies				
Degree:	B.A./B.S.	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes		X	No	
CIP code (consult IR /Registrar):					
Proposed Starting Date:	Fall 2018				
Geographical Delivery:	Location(s)	Moscow	Region(s)	2	
Indicate (X) if the program is/has:	Self-Support		Professional Fee		
Indicate (X) if the program is:	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program

<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)

<input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program

<input type="checkbox"/> New Off-Campus Instructional Program

<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

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.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The Bachelor's degree in Film & Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

JAMM's existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

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

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Producers and Directors (27-2012)
2. Audio and Video Equipment Technicians (27-4011)
3. Photographers (27-4021)
4. Camera Operators, Television, Video, and Motion Pictures (27-4031)

5. Film and Video Editors (27-4032)

	2015 Jobs (Source: EMSI*)	Projected 2025 Jobs (Source: EMSI*)	% change
State	1,363	1,537	+12.8 %
Regional (WA, OR, ID, MT)	15,039	17,220	+14.5%
Nation	388,774	438,078	+12.7%

* Report includes Idaho DOL statistics and Federal DOL statistics, among other sources. See attached report for more details.

Provide (as appropriate) an additional narrative as to the workforce needs that will be met by the proposed program.

Digital storytelling has exploded with the near-universal access to technologies of production—from smartphone videos to the creation of virtual worlds. Transformative education for jobs in the 21st century demands audio/visual literacy, digital media fluency, and experience in storytelling using a variety of techniques and technologies. Employers need graduates who can use these tools to create media products that meet professional standards as well as graduates whose critical understanding of history and theory leads to innovation.

Entertainment media and creative video production has also expanded greatly thanks to new technologies, from the explosion of serial television content producers such as Netflix, Amazon, and Hulu to the growth in independent filmmaking using social media funding and marketing. Employment in video content creation, editing and production is on the rise, especially in serial television production, which over the last decade has expanded dramatically from its bases in Southern California and New York into new regional centers of television production such as Portland, Seattle, Chicago, and Atlanta. Even Spokane, Washington, has seen an increase in film and television productions thanks to the new demands for entertainment media. Meanwhile, online video has become the new standard for audience engagement—organizations from giant media conglomerates to local non-profits use original, creative video shared via social media to build audiences.

The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.

Graduates in Film & Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor's degree tailored to those growth areas without having to leave the state.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s

was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The proposed degree is expected to enroll primarily full-time, residential students at the Moscow campus. Given the lack of a bachelor's degree in film and television studies elsewhere in Idaho and the popularity of this degree at other regional schools, the program will likely draw new students to the University of Idaho who would have otherwise gone out of state for a film and television degree. At recruiting events, JAMM faculty frequently report prospective students expressing interest in film and television production because it is a clearly recognizable degree path that is creative and linked to a clear professional career.

As this suggests, initially student demand from inside the institution will draw on students from various departments, such as JAMM, Theater, Creative Writing, and English, all of which have students who have expressed enthusiasm for a degree in film & television that caters more specifically to their interests.

However, once established, the program will help draw students to the University of Idaho. Research from outside the institution indicates that Film & Television Studies has a high potential for student enrollment and recruitment. Film & Television Studies is identified as a growth area by leaders of Accrediting Council for Education in Journalism and Mass Communication (ACEJME) with high potential for enrollment growth. Additionally, a recent "state of the field" report conducted by the Society for Cinema and Media Studies notes that programs with film studies and film production have an average of around 75 students enrolled.

This research is reflected in the relatively large enrollments at regional, peer institutions: Montana State University graduated 72 students in a similar program in 2014, while the University of Montana and the University of Oregon graduated around 55 students. Smaller schools in Washington state also have stable enrollments: Central Washington University graduated 25 students in 2014 in Film Studies while Eastern Washington University graduated 15 in their film program that year.

As indicated below, these figures lead us to project an enrollment of around 75-80 students (graduating 17-20 per year) after the program becomes available.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Creating more statewide expertise in film and television production can help encourage more media production in Idaho and create more media production jobs in the state. According to the Idaho Film Office in the state Department of Commerce, film and television production companies spent around \$12.5 million in Idaho between 2008 and 2015 (a figure that represents only a percentage of total expenditures since not all productions are required to register with the film office). Building a larger pool of professionals in film and television production can help bring even more production to the state. The School of Journalism and Mass Media is currently working with the Idaho Film Office to develop a system linking students and graduates with film

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

The growing demand for digitally fluent and professionally trained graduates across media industries, public institutions, government, and business also suggests the social and cultural importance of media storytelling to shape public discourse. This degree will help train the next generation of media storytellers who will help shape the future of film and television, especially by contributing to the growth of film and television production in the Northwest.

- e. **If Associate's degree, transferability:** N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	Bachelor's degree	Film & Television Studies. Undergraduate major building skills specific to narrative film and entertainment television production.
Boise State University	Undergraduate Certificate	Cinema/Digital Media Certification. A 22-credit certificate covering basic skills in digital video and storytelling.
Idaho State University	Bachelor's degree	Theatre/Film/Video. Undergraduate major emphasizing video recordings of live events (plays, concerts, corporate video).
Lewis Clark State College	Bachelor's degree	Communication. Undergraduate major broadly emphasizing skills in media and communication that can include some coursework on video.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Montana State University	Bachelor's degree	Film & Photography
University of Montana	Bachelor of fine arts	Digital Filmmaking

University of Oregon	Bachelor's degree	Cinema Studies
Portland State University	Bachelor's degree	Film
Seattle University	Bachelor's degree	Film Studies
Central Washington University	Bachelor's degree	Film & Video Studies
Eastern Washington University	Bachelor's degree	Film

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public 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.

The most similar program in the state is Boise State University's 22-credit certificate in Cinema/Digital Media, which also combines film history and theory with hands-on video production. Students at Boise State can earn that certificate while completing a Bachelor's degree in Media Arts.

The proposed degree in Film & Television Studies at the University of Idaho, however, currently has the coursework and instructional capacity to offer a full, specialized Bachelor's degree in film and television, offering a wider range of skills courses and a more robust set of electives to help students build more specialized areas of emphasis. The breadth of electives in the program—classes that are already being staffed and offered regularly—will allow students to create a range of specialized options, from production design to history and theory to screenwriting, all while developing foundational skills in videography and storytelling. The University of Idaho already has almost all of the resources necessary to build this specialized degree in film & television studies, making UI uniquely positioned to offer this degree starting as soon as possible.

The emphasis on television in the proposed degree (along with the School of Journalism and Mass Media's 51-year working relationship with Idaho Public Television, unique among Idaho universities and colleges) also offers students a unique opportunity to explore both film and television as possible avenues of employment

In this way, the proposed degree in Film & Television Studies will be the only full bachelor's degree in the state of Idaho focused exclusively on narrative film and entertainment television that builds the appropriate skills in storytelling, technical production, history, and theory to prepare students for jobs in creative content production for film, television, and online video.

Moreover, given the projected job growth in film, television, and video production

described above, this new program will create more opportunities for students in Idaho to get the necessary skills to meet that demand without having to attend one of several similar regional programs listed above.

5. Describe how this request supports the institution's vision and/or strategic plan.

A major portion of the University of Idaho's strategic plan focuses on enrollment growth and creating more opportunities for Idaho residents to get the skills they need to help grow Idaho's economy. The proposed degree in Film & Television Studies helps fulfill this aspect of the strategic plan by creating a new degree path that can help recruit more prospective students. Additionally, as indicated above, the new major will build the digital media and storytelling skills that are increasingly important to potential employers, positioning graduates for the jobs of the future.

6. 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.

The proposed degree will participate in the routine external reviews conducted by the University of Idaho in order to assure quality.

The new degree program will also develop a series of new assessment protocols to measure student learning and assure the quality of the program (see description of assessment below).

Additionally, other programs in the School of Journalism and Mass Media are accredited through the Accrediting Council on Education in Journalism and Mass Communications. Although this program will not be part of JAMM's ACEJMC accredited programs, some of the video production coursework for the new major will continue to serve the accredited degree in Broadcasting and Digital Media Production. Those courses will be subject to the rigorous standards of the ACEJMC. Moreover, as the proposed degree develops, JAMM will consider accrediting the bachelor's degree in Film & Television Studies with ACEJMC, if appropriate.

7. 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 B.** N/A

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification? Yes _____ No X

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

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five-year plan.** When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

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

Credit hours in required courses offered by the department (s) offering the program.	42
Credit hours in required courses offered by other departments:	3
Credit hours in institutional general education curriculum	40
Credit hours in free electives	35
Total credit hours required for degree program:	120

- b. **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.

As part of their required coursework, students will participate in a capstone film production experience in which they develop and produce a short film or other multimedia project. Functioning as a thesis defense, their work will be presented to a panel of faculty who will assess student work. If their work gets the approval of the faculty panel, the student films will be shown at the local student film festival. As part of the program's assessment protocols (see below), regional professionals in film, television, and video will attend the festival and evaluate student preparedness for work in the industry.

11. Program Intended 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 will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of this program will be able to:

- Shoot and edit professional quality video.
- Write and interpret scripts and screenplays.
- Direct and produce a film or television shoot through collaboration with other creative personnel.
- Know the significant theories, historical periods, and genres in film and television.
- Use their knowledge of film and television history and theory to craft innovative and informed media content.
- Explain the relationship between cultural diversity and responsible media content.
- Produce media content that reflects an understanding of cultural diversity

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The proposed major will utilize a series of new and unique assessment protocols to measure student learning and the quality of the program.

Assessment of student learning for the proposed major will take three forms:

- **Pre-Test/Post-Test:** Students will take two comprehensive examinations covering: (1) key terminology in describing and analyzing film and television aesthetics, (2) general knowledge of film and television history, and (3) prominent theoretical approaches in film and television studies. The test will be administered first in the introductory course for the major (ENGL 230, Introduction to Film & Television Studies) and then again in one of the senior capstone courses (JAMM 476, Advanced Digital Media Production 2). Comparisons of student performance between the two groups will identify areas for improvement.
- **External Assessment of Student Work:** As part of the curriculum for the proposed major, all students will write, produce, and direct a short film in their final year in the program. Student work that passes an internal faculty defense will be shown at the annual student film festival. As part of the assessment protocols, regional professionals in film, television, and media production (including alumni from JAMM who work in the film and television industry and, eventually, alumni of the proposed program) will be invited to attend the festival to assess student work, providing a written evaluation of their strengths and weaknesses.
- **Senior Focus Group:** A sample of outgoing graduates in the program will participate in focus group during their last term in the program. The focus group will assess student learning and their perspective on

how the department can more effectively help develop their educational experience.

- **Alumni survey:** A sample of alumni will be contacted three years after graduation to determine their job titles, employers and locations. Graduates will be asked how well their coursework in Film & Television Studies prepared them for a career in that field.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The comparative results of the pre-test/post-test measure will be shared with all affiliated faculty and used to shape the curriculum of the core film & television classes.

The evaluations of external media professionals based on student work shown at the annual film festival will be shared not only with the students to help prepare themselves and their portfolio but also with the faculty who run the capstone experience. Professional feedback will then inform future versions of the capstone experience.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

The two direct measures used will be (1) the comparisons of the pre-test scores and the post-test scores, evaluating student learning across the proposed curriculum, and (2) the external evaluation of student work.

The primary indirect measure used will be the senior focus group.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

The pre-test/post-test measure will be administered every other year.

The professional feedback on student work at the festival will occur annually.

The senior focus group and alumni survey will occur annually.

Enrollments and Graduates

- 13. 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.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016

BSU Cinema/Digital Media Certificate	38	26	39	47	11	2	16	
ISU Theater/Film/Vide o	4	4	7	10	--	1	--	--
UI								
LCSC Communications	--	42	45	50	--	10	7	6

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Film & Television Studies											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023
40	65	70	75	75	80	--	10	16	18	18	20

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Enrollment estimates are based on existing enrollments in similar regional programs (described in question #2 above) and on national enrollment data provided by the Society for Cinema and Media Studies 2015 "State of the Field" report.

Given existing faculty resources, the new degree would reach capacity at around 20 graduates per year (around 80 total enrolled). Future investments in equipment and other resources could accommodate more headcounts, depending on demand for the major.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because the proposed major will mostly draw on already-existing coursework that serves additional needs at the University of Idaho, the minimum enrollment necessary to sustain the major is flexible. If enrollments do not exceed 20 total students in the first five years of the program, the program could be discontinued without any adverse effects for faculty or administrators.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

Students in the proposed major will share equipment resources with the existing major in Broadcasting and Digital Media Production:

- Access to cameras, microphones, lights, and other related equipment through the JAMM checkout system.
- Access to video editing bays in the Radio-TV center.

- 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?

Increasing the number of students using the camera checkout system and the editing bays will constrain the accessibility of existing equipment. These increases will be accommodated through investments in equipment (see below).

- 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.

New expenditures for equipment will be covered by course fees on technical production courses, linking resources to enrollments. First year expenditures are as follows:

- Cameras: digital video/cinema and DSLRs, bags/cases, chargers, batteries, mounting devices (steady-cams, tripods, etc.). 1 camera kit at \$3,000 each to expand equipment checkout system.
- Lighting: LED and standard Tungsten light kits and stands with varying accessories including diffusion, gels, gloves, and other materials for controlling and shaping light. 1 lighting kit at \$1,500 each.
- Audio: Digital Audio Recorders, microphones, monitors, headphones, stands, and mixers. 2 audio set ups at \$1,200 each.
- Space: Current BDM facilities barely hold the necessary equipment—more space will be required for storage to serve more students.

Total first year equipment expenditures: \$6,900

With projected enrollment numbers, course and lab fees will produce \$7,200 in the first year. If enrollments increase, course fees will produce more funds to expand equipment as needed.

For example, projected second year enrollments may produce \$11,700, enabling the purchase of another camera, lighting kit, and audio set up, plus a computer for handling large files of HD video, software (FCPX, Adobe Suite, Avid, ProTools, etc) at \$4,000 each.

18. Library 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.

Personal and space resources for the library should be adequate for the new major, and there should be no impact on existing programs.

- 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.

No additional library resources are requested at this time. The library has excellent resources supporting film studies. Materials to support television studies can be added gradually as part of regular requests supporting other JAMM majors.

19. 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?

Almost all of the coursework for the proposed major already exists and is offered regularly. The Department of English recently reassigned a vacant line to invest in needed expertise in screenwriting, so no new faculty positions are needed to offer the program.

To take advantage of this new faculty resource, the new major will require the creation of only one new course: ENGL/JAMM 231, "Introduction to Scriptwriting," which will be taught in fall and spring by the new faculty member. The new faculty will also teach the advanced screenwriting course (JAMM 471/THE 441).

Additionally, the proposed major will require reallocation of existing faculty time to teach additional sections as needed and changes of the following courses:

- ENGL 230, "Introduction to Film & Television Studies." Currently offered once a year by Anna Banks, Associate Professor in English. An additional section will be offered by Russell Meeuf, Assistant Professor in JAMM.
- JAMM 275, "Introduction to Broadcasting and Digital Media Production." Currently offered in fall and spring

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by Denise Bennett, Assistant Professor in JAMM.
Additional sections will be offered as needed by
instructors in JAMM.

- ENGL 221 & 222, "History of World Cinema, parts 1 & 2."
These courses are offered regularly, but their enrollments can be increased as needed to accommodate additional student demand and require no additional teaching resources.

Additional courses in the major are offered regularly with room for enrollment growth or else are one of many electives students can choose from, spreading the enrollment load across several existing courses.

- 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.

Administrative Resources:

One faculty member in JAMM or English will serve as director of the Film & Television Studies program for a two-year period. The director will receive a yearly course-reassignment in order to oversee advising, assessment, recruitment, and curricular matters.

Instructional Resources:

JAMM and English will teach all required courses in the major in order to guarantee students are able to complete their degrees in a timely manner. Affiliated faculty members from other CLASS units will teach elective courses. Elective course offerings will not require additional resources from those units

Affiliated faculty for the program include:

- Anna Banks, Associate Professor, English Department. Currently teaches film studies courses in the English department that serve as electives there. Under the new degree those courses will become required for majors. Four to five courses per year will contribute to the proposed major.
- Denise Bennett, Assistant Professor, School of Journalism and Mass Media. Currently oversees video production coursework for the Broadcasting and Digital Media Production major. Those courses will now also accommodate students in the proposed major. Four to five courses per year will contribute to the proposed major.
- Dale Graden, Professor, History Department. One course per year will contribute as an elective to the proposed major.
- Benjamin James, Clinical Assistant Professor, English (to begin Aug. 2017). Three to four courses per year will contribute to the proposed major.
- Jan Johnson, Clinical Assistant Professor, English. One course per year will contribute as an elective to the proposed major.
- Ashley Kerr, Assistant Professor, Modern Languages and

- Tara MacDonald, Assistant Professor, English. One course per year will contribute as an elective to the proposed major.
- Russell Meeuf, Assistant Professor, School of Journalism and Mass Media. Three to four courses per year will contribute to the proposed major.
- Glenn Mosley, Senior Instructor, School of Journalism and Mass Media. Two to three courses per year will contribute to the proposed major.
- Sarah Nelson, Associate Professor, Modern Languages and Cultures. One course per year will contribute as an elective to the proposed major.
- Pingchao Zhu, Professor, History. One course per year will contribute as an elective to the proposed major.

- 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?

Currently, the major in Broadcasting and Digital Media Production includes some students with interests in entertainment media and creative content production (even if the existing major doesn't serve their interests as well as it could). We expect that some of these students will switch into the new major when it becomes available, resulting in a temporary decline in enrollment in Broadcasting and Digital Media Production.

However, the creation of the new major will help the university retain students who have historically transferred out of the University of Idaho to attend regional programs that focus more specifically on film and television production. The success of such a degree at our regional competitors also suggests that we will be able to more successfully recruit new students to the university.

Additionally, the technical and broadcast journalism skills of the Broadcasting and Digital Media Production degree continue to align with other areas of employment growth in media production, so we expect the Broadcasting and Digital Media Production major to keep drawing students with those interests.

- 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.

No new faculty or other personnel resources are needed.

Revenue Sources

- 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?

The College of Letters, Arts, and Social Sciences has agreed to reallocate a vacant faculty position in the Department of English to help support the proposed program.

- 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.

N/A

- 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?

N/A

- 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.

Two required courses in the curriculum (JAMM 275 and JAMM 475) use special course fees in accordance with Board Policy V.R., 3.c.iii.

Fees support the purchase of video production equipment for use in the classroom and in required student projects. The revenues from such fees are reflected in the attached budget and will cover the costs of the new equipment described above (#17, Physical Resources, part c, Needed Resources).

- 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. N/A

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

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
- 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

	<u>FY 2017-2018</u>		<u>FY 2018-2019</u>		<u>FY 2019-2020</u>		<u>FY 2020-2021</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	20	20	40	40	50	50
B. Shifting enrollments	35	35	45	45	30	30	25	25
Total Enrollment	40	40	65	65	70	70	75	75

II. REVENUE

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$33,215.60		\$132,862.40		\$265,724.80		\$332,156.00	
5. Student Fees	\$7,200.00		\$11,700.00		\$12,600.00		\$13,500.00	
6. Other (i.e., Gifts)								
Total Revenue	\$40,416	\$0	\$144,562	\$0	\$278,325	\$0	\$345,656	\$0

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

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0		0.0		0.0		0.0	
2. Faculty	\$0.00		\$0.00		\$0.00		\$0.00	
3. Adjunct Faculty	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
4. Graduate/Undergrad Assistants	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
5. Research Personnel	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
6. Directors/Administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel								
8. Fringe Benefits	\$0.000	\$0.00	\$0.000	\$0.00	\$0.000	\$0.00	\$0.000	\$0.00
9. Other:	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

B. Operating Expenditures	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

1. Travel								
2. Professional Services								
3. Other Services								
4. Communications	\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00	
5. Materials and Supplies	\$500.00		\$500.00		\$500.00		\$500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	\$1,700	\$0	\$1,700	\$0	\$1,700	\$0	\$1,700	\$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment	\$7,200.00	\$0.00	\$11,700.00		\$12,600.00	\$0.00	\$13,500.00	\$0.00
Total Capital Outlay	\$7,200	\$0	\$11,700	\$0	\$12,600	\$0	\$13,500	\$0

	FY		FY		FY		FY	
D. Capital Facilities Construction or Major Renovation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

E. Other Costs

Utilites	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Maintenance & Repairs	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Other Overhead	<u>\$8,303.90</u>		<u>\$33,215.60</u>		<u>\$66,431.20</u>		<u>\$83,039.00</u>	
Total Other Costs	<u><u>\$8,304</u></u>	<u><u>\$0</u></u>	<u><u>\$33,216</u></u>	<u><u>\$0</u></u>	<u><u>\$66,431</u></u>	<u><u>\$0</u></u>	<u><u>\$83,039</u></u>	<u><u>\$0</u></u>
TOTAL EXPENDITURES:	<u><u>\$8,900</u></u>	<u><u>\$0</u></u>	<u><u>\$13,400</u></u>	<u><u>\$0</u></u>	<u><u>\$14,300</u></u>	<u><u>\$0</u></u>	<u><u>\$15,200</u></u>	<u><u>\$0</u></u>
Net Income (Deficit)	<u><u>\$31,516</u></u>	<u><u>\$0</u></u>	<u><u>\$131,162</u></u>	<u><u>\$0</u></u>	<u><u>\$264,025</u></u>	<u><u>\$0</u></u>	<u><u>\$330,456</u></u>	<u><u>\$0</u></u>

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

II 4	Of the expected student enrollment, 10% is expected from out of state. Res = \$2,581.60/semester; NR = \$9,985.16/semester (FY2017 rates)
II 5	Course fees of \$90 each for 275 and 475, per student for equipment expenses
III C.2	Equipment costs for cameras, lighting kits, and computers for edit bays, funded by student course fees
III E	Overhead is calculated at 25% of tuition revenue (special course fees are not included)

Film and Television Studies (B.A. or B.S.)

Note: In order to graduate with a degree in Film and Television Studies, a 2.50 GPA must be attained.

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

ENGL 230 Introduction to Film Studies	3 cr
ENGL/JAMM 231 Introduction to Screenwriting	3 cr
ENGL 221 History of Film 1895-1945	3 cr
ENGL 222 History of Film 1945-present	3 cr
JAMM 275 Introduction to Broadcasting and Digital Media Production	4 cr

Additional Production (5 cr):

JAMM 374 Digital Media Field Production	3 cr
ENGL 446/JAMM 471/THE 441 Foundations of Screenwriting	3 cr
JAMM 473 Lighting for Digital Media Production	1 cr
JAMM 474 Video Editing	1 cr

History, Culture, and Theory (6 cr):

3 credits of which must be in under-served, non-canonical, or international film, reflecting cultural diversity ():*

AIST 320 The Celluloid Indian: American Indians in Popular Film	3 cr*
ENGL 420 Literature and Film	3 cr
ENGL 432 Film Theory and Criticism	3 cr
ENGL/JAMM 477 Documentary Film	3 cr
FLEN 315 French/Francophone Cinema in Translation	3 cr*
FLEN 326 Chinese Cinema in Translation	3 cr*
FLEN 331 Japanese Anime	3 cr*
FLEN 390 Representation and Reality in Spanish Cinema	3 cr*
FLEN 391 Hispanic Cinema	3 cr*
FREN 419 French & Francophone Cinema	3 cr*
HIST 414 History and Film	3 cr, max 6*
JAMM/SOC 339 Crime and the Media	3 cr
JAMM 378 American Television Genres	3 cr
JAMM 379 Hollywood Portrayals of Journalists	3 cr
JAMM 445 History of Mass Media	3 cr
SPAN 423 Gender and Identity in Spanish Cinema	3 cr*
SPAN 424 Human Rights and Hispanic Cinema	3 cr*

Electives (12 cr):

Students may also substitute other courses if approved by the director of the Film & Television Studies program.

AIST 320 The Celluloid Indian: American Indians in Popular Film	3 cr
ENGL 420 Literature and Film	3 cr
ENGL 432 Film Theory and Criticism	3 cr
ENGL 446/JAMM 471/THE 441 Foundations of Screenwriting	3 cr
ENGL/JAMM 477 Documentary Film	3 cr
FLEN 315 French/Francophone Cinema in Translation	3 cr
FLEN 326 Chinese Cinema in Translation	3 cr
FLEN 331 Japanese Anime	3 cr
FLEN 390 Representation and Reality in Spanish Cinema	3 cr
FLEN 391 Hispanic Cinema	3 cr
FREN 419 French & Francophone Cinema	3 cr
HIST 414 History and Film	3 cr, max 6
JAMM/SOC 339 Crime and the Media	3 cr
JAMM 374 Digital Media Field Production	3 cr
JAMM 378 American Television Genres	3 cr
JAMM 379 Hollywood Portrayals of Journalists	3 cr

JAMM 445 History of Mass Media	3 cr
JAMM 473 Lighting for Digital Media Production	1 cr
JAMM 474 Video Editing	1 cr
SPAN 423 Gender and Identity in Spanish Cinema	3 cr
SPAN 424 Human Rights and Hispanic Cinema	3 cr
THE 105 Basics of Performance	3 cr
THE 106 Basics of Performance	3 cr
THE 201 Scene Design I	3 cr
THE 202 Costume Design I	3 cr
THE 205 Lighting Design I	3 cr
THE 305 Intermediate Acting	3 cr
THE 306 Intermediate Acting	3 cr
THE 410 Costume Design II	3 cr, max
12	
THE 465 Advanced Scene Design	3 cr
THE 471 Directing	3 cr

Senior Experience (6 cr):

JAMM 475 Advanced Digital Media Production 1	3 cr
JAMM 476, Advanced Digital Media Production 2	3 cr

Courses to total 120 credits for this degree

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

FS-17-020

Date of Proposal Submission:	October 5, 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Science
Name of Department(s) or Area(s):	Department of Biological Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Medical Sciences				
Degree:	BS	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:		Yes	X	No	
CIP code (consult IR /Registrar):	51.1100				
Proposed Starting Date:	Fall 2017				
Geographical Delivery:	Location(s)	Moscow	Region(s)	II	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program

<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)

<input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program

<input type="checkbox"/> New Off-Campus Instructional Program

<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

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.**
Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This request is for a new undergraduate major, Medical Sciences, which would be administered by the Department of Biological Sciences at the University of Idaho. It has an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy and administration. The Medical Sciences curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. This new major does not duplicate or replace any existing program within the state.

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

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include [State](#) and [National Department of Labor](#) research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. pre-med applicant (see below)
2. pre-dent applicant (see below)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	NA	NA	
State	NA	NA	
Nation	NA	NA	

NA = not applicable

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

In most instances this new major will not lead immediately to new jobs; that is, students graduating will not immediately enter wage-earning

employment. This major is designed primarily to provide appropriate and necessary preparation for healthcare-related professional programs (e.g., medicine, dentistry, etc.) and secondarily to provide an enhanced STEM education that may be applicable to other professions. Most health professions require at least a 4-year program of study at the BA/BS level in order to apply for post-graduate training. The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to the healthcare professional program of their choice. So, while it will not lead immediately to jobs in the local, state, or national workforce, it will ultimately add highly trained individuals to the workforce when these students complete their professional training. Note, that not all students that graduate from this major may choose to enter a professional program, but could use this education for other healthcare-related careers that may or may not require additional training beyond the BS (e.g., medical writer, healthcare administration, lawyer).

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The mostly likely student population would be new, incoming, full-time first-year (freshmen) students that have an interest in a future healthcare-related professional program. This would include, for example, students interested in medicine or dentistry, but would be suitable for students going into radiology, physician's assistant, or medical technology. Currently, the university tracks students that are interested in pre-health studies through a Pre-Health Minor program or through pre-health advising; there are currently 136 such students enrolled. Therefore, considerable demand for this new major is anticipated.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

This new major would prepare students to be highly successful in healthcare and healthcare-related professions. The healthcare field is a well-paid sector of the employment world. Students, and those from Idaho (i.e., in-state) in particular, that choose to stay within the state after their professional program is completed would contribute significantly to Idaho's economy.

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

The State of Idaho has a need for well-trained healthcare professionals. This new major would provide the opportunity to educate in-state students and make them more successful at gaining admission to and succeeding in health-related professional programs. Students from Idaho are more likely to stay in the state after their training is complete and contribute to the societal needs of Idaho.

- e. If Associate's degree, transferability:**

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	BS Medical Sciences	4-year BS degree in Medical Sciences; fulfills requirements for many pre-professional programs (pre-med, pre-dental, pre PA etc.); highly interdisciplinary

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Basic Medical Sciences major	Major that offers all the science needed to enter medical school or other health science schools.
University of Oregon	BioHealth Sciences major	Major for students that could enter health-science graduate fields.

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public 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.

This new program is not offered by any other Idaho public institution. The BS in Health Sciences at ISU is the most similar program offered, but it does not target that same student population (e.g., pre-professional medical students). The ISU program has fewer requirements and utilizes a lower level chemistry and biology course sequence. We feel that the requirements of our proposed program will position students well to continue on into health care professions or professions related to health care.

5. **Describe how this request supports the institution's vision and/or**

strategic plan.

The University of Idaho is embarking on a new Strategic Plan that emphasizes transformative education and expanding the institution's intellectual and economic impact. An objective of this plan is increased enrollment. A new major in Medical Sciences will add a new intellectual dimension to the university's curricular offerings that we don't currently support. In addition, this major, the first of its kind in Idaho, will attract students that want exceptional academic preparation for their future professional plans at an affordable cost (and not necessitate out-of-state enrollment).

- 6. 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.

The University will ensure the quality of the program through its three-step review process. All new curricula are evaluated and approved first by the sponsoring department (i.e., Department of Biological Sciences), second by a college-level Curriculum Committee (i.e., College of Science), and finally by a university-wide committee (i.e., University Curriculum Committee). There is no special accreditation required for this new major, however, all programs are assessed every 7 years as part of the external program review process, and as required by SBOE and NWCCU. Since the next program review for Biological Sciences is scheduled for fall 2017, and this new major begins at that time, the first assessment of this new major would occur at the time of the following program review.

- 7. 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 B.**

Not applicable.

- 8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No X

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

- 9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. Describe why the proposed program is not on the institution's**

five year plan. When did consideration of and planning for the new program begin?

- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

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

Credit hours in required courses offered by the department (s) offering the program.	41
Credit hours in required courses offered by other departments:	60
Credit hours in institutional general education curriculum	10
Credit hours in free electives	9
Total credit hours required for degree program:	120

- b. 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.

There is a *Senior Capstone* (2-4 cr.) requirement for this major. There is also a *Leadership and Professionalism* (5-6 cr.) requirement that contains an internship (i.e., Biol 398) option.

11. Program Intended 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 will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates will be expected to:

1. Demonstrate a strong knowledge base regarding biological, physical, health, and behavioral sciences as a foundation for admission to graduate level health / medical professional programs and future practice as healthcare professionals.
2. Display strong skills in communication and collaboration, particularly interpersonal skills required for patient/provider and professional interaction.
3. Demonstrate knowledge of professionalism and sound ethical standards.
4. Describe the importance of cultural competency and appreciation for diversity in the community and healthcare environments.
5. Identify and use professional/scientific literature and materials to support professional decision-making related to clinical practice and healthcare issues.
6. Communicate through oral and written assignments the scholarly and analytical skills (critical thinking), as well as the innate curiosity, necessary to become lifelong learners.

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The assessment process will utilize the *Intended Learning Outcomes* described above as a framework. One course from the curriculum will be selected to provide data for each outcome. A rating scale of 1) above expectations, 2) meets expectations, or 3) below expectations will be used for evaluation. This information will be used to inform decisions on any curricular changes that need to be made.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The data collected on learning outcome performance is compiled and presented to the department faculty at a meeting dedicated for assessment review. Faculty discussion is utilized to make appropriate changes to courses that are not satisfactorily meeting learning objectives.

In addition, we will track admission to professional programs as a metric of our success.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures of learning outcomes as measured by exam performance will be used.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities occur on an annual basis during the academic year. Reporting typically occurs at the beginning of fall semester.

Enrollments and Graduates

13. **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.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	NA							
ISU	NA							
UI	NA							
LCSC	NA							

NA = not applicable

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: BS Medical Sciences											
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program						
FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23	
55	60	65	70	75	0	0	5	35	40	45	

15. Describe the methodology for determining enrollment and graduation

projections. Refer to information provided in Question #2 "Need" above.

What is the capacity for the program? Describe your recruitment efforts?

How did you determine the projected numbers above?

The initial capacity for this program is 100 students, but it is unlikely that enrollment of this magnitude will be realized immediately. Combined with this thinking, it is anticipated that there will be a shift of freshman interest from other majors in Biological Sciences (i.e., Biochemistry, Biology, Molecular Biology, and Microbiology) to this new major in Medical Sciences. Since ~50% of current Biological Sciences majors have an interest in a healthcare profession (and current enrollment numbers of incoming freshman = ~100 students) we estimate that the FY18 headcount would be approximately 50 students. A 10% increase in subsequent years seems reasonable initially. An unknown, that we acknowledge, is the number of current students (2nd-4th year) that might switch major. This, however, would not markedly affect the total number of students in Biological Sciences (or other programs at the university), but could increase the numbers in the table above for the Medical Sciences major.

The recruitment efforts will be manifold. We are planning the following: an advertising campaign (mass media, brochure), new information through the department (website and faculty advisors), our Vandal Ambassador Program at high school recruiting events across the state, and dissemination through the UI Pre-Health Advisor.

Since the University of Idaho has a 55% graduation rate (previous five-year average) the projected number of graduates is based on this number. However, we expect the quality of students entering this major to be high and therefore predict that the graduation rate from this major will be above the university average (this has therefore been built into the projections indicated). We are projecting some graduates by the third year (i.e., FY20) of the new major due to transfer students, but the first significant number of graduating students would occur in FY 21, due to the first freshman cohort entering in FY 18.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The minimum for program continuance is 15 students. The basis for this minimum number is that it is similar to other viable majors in Biological Sciences (and other programs on campus).

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

The physical resources currently in place at the University of Idaho Moscow campus will be used for the delivery of all the courses listed on the new curriculum.

- 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?

In the short term, increased use of physical resources will not impact existing programs, because it is anticipated that most students will be shifting majors within Biological Sciences. A university-wide 20% increase in student enrollment is possible without affecting physical resources. This scope will easily accommodate the enrollment of this new major.

- 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.

New resources needed in laboratory courses for increased enrollment will be met by the corresponding lab fees.

18. Library 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.

There are adequate existing library resources for this new major.

- 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.

No new library resources are necessary for this new major.

19. 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?

In the short term, no new personnel resources or course sections are necessary for this new major. However, should we experience large future enrollment there may be a need to increase the number of instructors, tenure-track faculty and teaching assistants will be needed to teach some courses.

- 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.

This new major uses courses currently existing in the University of Idaho catalog. Most of the required courses are already being taken by students who plan to apply to healthcare professional programs. In the case of elective courses, a selection has been developed in each category to avoid large increases in any specific course.

Advising resources have already been identified for this new major, including college-level advising initially with a switch to departmental advising of more advanced students. Students will also work with the university-wide advisor for the health care professions.

- 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?

It is anticipated that most enrollment in this new major will come from shifting majors within Biological Sciences, although some may come from other programs. Biological Sciences will monitor enrollment in its other majors over time and will make adjustments to majors as appropriate. It is anticipated that most pre-physical therapy students and pre-occupational therapy students will continue to major in Movement Sciences.

- 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.

No new personnel are required to support this proposed program unless and until the program results in a large increase in enrollment.

20. Revenue Sources

- 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?

No reallocation of funds is required.

- 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.

No new appropriation is required.

- c) **Non-ongoing sources:** Not applicable.

- 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.

There are no new institutional local fees.

- 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.

The total cost to students will be \$7,232 for in-state and \$22,040 for out-of-state (i.e., the same as other UI BS programs).

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

- 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).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- 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

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		50		55		60		65
B. Shifting enrollments		50		50		50		50
Total Enrollment	0	100	0	105	0	110	0	115

II. REVENUE

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$258,116		\$283,928		\$309,739		\$335,551	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	<u>\$258,116</u>	<u>\$0</u>	<u>\$283,928</u>	<u>\$0</u>	<u>\$309,739</u>	<u>\$0</u>	<u>\$335,551</u>	<u>\$0</u>

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

	FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other:								
Total Personnel and Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	B. Operating Expenditures							
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	C. Capital Outlay							
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other Overhead	\$64,529		\$70,982		\$77,435		\$83,888	
Total Other Costs	<u>\$64,529</u>	<u>\$0</u>	<u>\$70,982</u>	<u>\$0</u>	<u>\$77,435</u>	<u>\$0</u>	<u>\$83,888</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$258,116</u>	<u>\$0</u>	<u>\$283,928</u>	<u>\$0</u>	<u>\$309,739</u>	<u>\$0</u>	<u>\$335,551</u>	<u>\$0</u>

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

II.4	Tuition rate of \$2,581.16 per semester used.

Medical Sciences (B.S.) To graduate in this program, students must earn a minimum grade of "C" in Biol 115 and Biol 115L. Required course work includes the university requirements (see regulation J-3) and:

Biol 115 Cells and the Evolution of Life	3 cr
Biol 115L Cells and the Evolution of Life Laboratory	1 cr
Biol 120 Human Anatomy	4 cr
Biol 121 Human Physiology	4 cr
Biol 204 Introduction to Health Professions	1 cr
Biol 250 General Microbiology	3 cr
Biol 255 General Microbiology Lab	2 cr
Biol 310 Genetics	3 cr
Biol 315 Genetics Lab	1 cr
Biol 312 Molecular and Cellular Biology	3 cr
Biol 313 Molecular and Cellular Laboratory	1 cr
Biol 380 Biochemistry I	4 cr
Chem 111 Principles of Chemistry I	4 cr
Chem 112 Principles of Chemistry II	5 cr
Chem 277 Organic Chemistry I	3 cr
Chem 278 Organic Chemistry I: Lab	1 cr
Math 170 Analytic Geometry and Calculus I	4 cr
Phil 103 Ethics	3 cr
Psyc 101 Introduction to Psychology	3 cr
Soc 101 Introduction to Sociology	3 cr
Physics (8 cr):	
Phys 111 General Physics	3 cr
Phys 111L General Physics I Lab	1 cr
Phys 112 General Physics II	3 cr
Phys 112L General Physics II Lab	1 cr
OR	
Phys 211 Engineering Physics I	3 cr
Phys 211L Laboratory Physics I	1 cr
Phys 212 Engineering Physics II	3 cr
Phys 212L Laboratory Physics II	1 cr
Written Communication (3 cr):	
Engl 208 Personal and Exploratory Writing	3 cr
Engl 317 Technical Writing	3 cr
Engl 318 Science Writing	3 cr
One of the following Senior Capstone courses (2 cr):	
Biol 401 Undergraduate Research	1 - 4 cr
Biol 405 Practicum in Anatomy Laboratory Teaching	2 - 4 cr
Biol 408 Practicum in Human Physiology Laboratory Teaching	2 - 4 cr
Biol 411 Senior Capstone	2 cr
One of the following (3 cr):	
Stat 251 Statistical Methods	3 cr
Stat 301 Probability and Statistics	3 cr
One of the following (3 cr):	
Anth 417 Social Data Analysis	3 cr
Biol 456 Computer Skills for Biologists	3 cr
Chem 302 Principles of Physical Chemistry	3 cr
Math 437 Mathematical Biology	3 cr
Stat 431 Statistical Analysis	3 cr

Critical Thinking (3 cr):

Engl 207 Persuasive Writing	3 cr
Hist 382 History of Biology: Conflicts and Controversies	3 cr
Phil 201 Critical Thinking	3 cr
Phil 202 Introduction to Symbolic Logic	3 cr

Leadership and Professionalism (5 cr):

Biol 398 Internship	1-3 cr
Bus 311 Intro to Management	3 cr
INTR 493 Pre-Health Peer Mentor	1 cr
INTR 492 College of Science Ambassadors	1 cr
PHIL 361 Professional Ethics	3 cr
Psyc 414/OrgS 414 Traumatic Events: Preparation, Intervention, Evaluation	3 cr

Psychology (6 cr):

Psyc 305 Developmental Psychology	3 cr
Psyc 311 Abnormal Psychology	3 cr
Psyc 325 Cognitive Psychology	3 cr
Psyc 372 Physiological Psychology	3 cr
Psyc 419 Adult Development and Aging	3 cr
Psyc 470 Introduction to Chemical Addictions	3 cr
Psyc 472 Introduction to the Pharmacology of Psychoactive Drugs	3 cr

Global and Cultural Competence (6 cr):

Anth 327 Belief Systems	3 cr
Anth 427 Racial and Ethnic Relations	3 cr
Comm 335 Intercultural Communication	3 cr
FCS 411 Global Nutrition	3 cr
Hist 380 Disease and Culture: History of Western Medicine	3 cr
Jamm 340 Cultural Diversity and the Media	3 cr
Phil 367 Global Justice	3 cr
PolS 385 Political Psychology	3 cr
Soc 301 Introduction to Diversity and Stratification	3 cr
Soc 340 Social Change & Globalization	3 cr
Soc 344 Urban Sociology	3 cr

Biomedical Sciences (9 cr):

BE 425 Introduction to Biomedical Engineering	3 cr
Biol 314 Ecology and Population Biology	4 cr
Biol 324 Comparative Vertebrate Anatomy	4 cr
Biol 421 Advanced Evolution/Population Dynamics	3 cr
Biol 428 Microscopic Anatomy	4 cr
Biol 432 Immunology	3 cr
Biol 433 Pathogenic Microbiology	3 cr
Biol 444 Genomics	3 cr
Biol 447 Virology	3 cr
Biol 454 Biochemistry II	3 cr
Biol 461 Neurobiology	3 cr
Biol 474 Principles of Developmental Biology	3 cr
Biol 482 Protein Structure and Function	3 cr
Biol 487 Eukaryotic Molecular Genetics	3 cr
Chem 372 Organic Chemistry II	3 cr
FCS 361 Advanced Nutrition	3 cr
H&S 450 Critical Health Issues	3 cr
H&S 451 Psychosocial Determinants of Health	3 cr

Courses to total 120 credits for this degree

FS-17-021

Graduate Admission to the University

~~The University of Idaho offers 31 doctoral programs, 5 specialist programs, and 87 master's programs. Graduate students are able to pursue degrees full or part-time.~~

Graduate programs are offered through one or more of the following locations: Moscow, the UI's Centers in Boise, Coeur d'Alene, or Idaho Falls, as well as Engineering Outreach or other distance learning opportunities. Please see www.uidaho.edu/admissions/graduate to determine where graduate programs are delivered.

More than 600 faculty members participate in teaching and research. In addition to the accreditation of some individual programs, the University is accredited by the Northwest Commission on Colleges and Universities.

Academic Requirements

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor's degree from a regionally accredited U.S. college or university, or recognized international institution accredited by a regional accrediting association. If the degree is not from a recognized but not regionally accredited institution, the application will be reviewed by the department and by the College of Graduate Studies.

Or

Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see [COGS](#) website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),
3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and
4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.
5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/gradadmissions-www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to submit three letters of recommendation, a one to two page Statement of Career Objectives and a one to two page resume/curriculum vitae.

Students planning to apply for work leading to a graduate degree should contact the academic unit in which they wish to major before submitting the application for graduate admission. All admission recommendations are made at the academic unit level with final admission decision made by the College of Graduate Studies.

Admission is granted only to a specific degree and program and initial admission is granted for a specific semester.

English Language Proficiency. UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). UI does not accept scores that are more than two years old. Equivalent measures of proficiency acceptable to UI include the MELAB (77) and the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from another U.S. institution, or (c) have completed ALCP level 6.

Admission application files will be sent to the academic unit for review once all required documents have been received by the Graduate Admissions Office and the application fee has been paid. ~~Students currently enrolled in a college or university need to submit a current transcript that shows all work completed thus far.~~

Priority Deadlines and Application Fees

Domestic Applicants

Fall- February 1
Spring-September 1
Summer-February 1

International Applicants

Fall-February 1
Spring-September 1
Summer-February 1

Non-refundable application fee \$60.00
~~\$7060.00~~

Non-refundable application fee

~~Priority consideration-By meeting the priority deadline, the student will receive full consideration for awarding College of Graduate Studies tuition waivers will be given to applicants who meet the above deadlines.~~ Individual academic units may have earlier admission deadlines, especially for applicants seeking financial assistance or assistantships.

~~The academic unit will determine which terms they will admit students. Check the Graduate Admission Department Requirements website for applicable admission terms (www.uidaho.edu/admissions/graduate/graduate-programs).~~

~~Some academic units do not admit graduate students for the spring and summer terms.~~

Applications received after the above deadlines but before the official start of the semester for which the applicant is seeking entry will be accepted only if additional students can be accommodated.

Please consult the graduate admissions website at

www.uidaho.edu/gradadmissions

www.uidaho.edu/admissions/graduate for more information regarding academic departments' requirements and deadlines.

The Graduate Admissions Office is not authorized to release application information to anyone other than the applicant without written authorization. Please submit a Student Consent for Release Form (available on the admissions website) if you want someone specific to be given information regarding your admission status.

Deadline for International Application for Admission. To provide time for evaluation, for notice of admission status to reach the applicant, and for United States Immigration and Customs Enforcement (USICE) requirements to be met for issuance of a student visa, applications and credential should be received by the Graduate Admissions Office no later than the following dates: for Fall semester, May 1; for Spring semester, October 1; for summer session, March 15.

Graduate Record Examination:

The Graduate Record Examination (GRE) is not a College of Graduate Studies requirement, but is required by some academic units. Official copies of GRE results must come from the Educational Testing Service. In rare cases, if the examination is many years out of date, students may be able to provide unofficial results of the examination with their admission application to facilitate evaluation and acceptance. GRE scores are retained by the student's academic unit.

Transcripts and Application for Graduate Admission

Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, three letters of recommendation from professional/academic references, a statement of career objectives, a vitae/resume, and have official transcripts ~~sent directly from each institution attended-delivered~~ to the Graduate Admissions Office. Transcripts become the property of the university and cannot be copied, returned, or forwarded.

~~The Test of English as a Foreign Language (TOEFL) is required for permanent residents and American citizens whose primary language is not English. Primary language is defined as native language or the official language used by the country of the applicants previous university level education.~~

Transcripts are required for the application review process. A copy of an official transcript (and its English translation if from a foreign institution) for every college and university that the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible. Please scan at 600 dpi resolution minimum. International applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will need to submit official transcripts from the graduate degree

granting institution and unofficial copies of previous undergraduate work if completed outside the U.S. All transcripts sent to the Graduate Admissions Office as part of the application process become part of the official Graduate Admissions application file and cannot be returned or transferred.

Official Academic Credentials: Transcripts, mark sheets, grade reports, or examination results, along with degree certificates from all higher education institutions attended will be required. When sending official transcripts from schools located in non-English-speaking countries, each institution must submit both the English translation plus an original language record. Transcripts that are sent directly from the institution will be considered official. Transcripts should be sent directly from the institution (FedEx, UPS, or DHL) to the following address: University of Idaho Graduate Admissions Office, 205 Morrill Hall, University of Idaho, Moscow, ID 83844-3019. Transcripts sent through U.S. Mail should be sent to University of Idaho Graduate Admission Office, 875 Perimeter Drive MS3017, Moscow Idaho, 83844-3017. Transcripts not sent directly from an institution or are hand delivered and are embossed and/or on official university letterhead and sealed in an envelope with a university stamp and/or a signature across the seal may be considered official. If transcripts are deemed unofficial, then official transcripts must be received before registration opens for subsequent terms or a registration hold will be placed on the students' registration. Any discrepancies later found between the student-provided / uploaded unofficial transcripts and official transcripts will be grounds for immediate dismissal. The College of Graduate Studies reserves the right to request a third-party, course-by-course, evaluation of transcripts at any time. The cost of the evaluation will be the responsibility of the student.

Acceptance to the College of Graduate Studies

When admitted to the College of Graduate Studies, a graduate applicant will be issued a letter of acceptance. Acceptance is granted for a specified term. If the applicant does not register for the term desired or admitted but wished to enroll in a future term, the applicant must submit a new application and fee to the Graduate Admissions Office. Transcripts and test scores for applicants who are admitted but do not enroll, applicants who are denied, or applicants who do not complete the admission process are retained for up to one year.

Graduate Admission Categories

Regular Enrollment. Regular enrollment for graduate study leading toward an advanced degree may be granted to a student who satisfies all of the following criteria: (1) has a bachelor's degree from a college or university accredited by a regionally accrediting association, (2) has an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits), (3) has maintained at least a 3.00 grade-point average in subsequent academic work if any, and (4) has been reviewed and recommended for acceptance by the department administering the program in which the student seeks to enroll.

Students who are part of a recognized 3+2 program will be considered to be regularly admitted when they have met the specific admission requirements of

COGS and any enhanced requirements outlined by the department which is offering the 3+2 program.

Provisional Enrollment. A student who is not eligible for regular enrollment may be considered for provisional enrollment (on the master's level only) if the academic unit administering the program recommends it, and if at least two of the following conditions are met: (1) the student's undergraduate GPA shows steady improvement; (2) the student has taken post-baccalaureate undergraduate level course work with A and/or B grades; (3) the student has achieved the 75th percentile on the relevant GRE or equivalent exam; (4) the student has been out of school for five or more years and has been working for at least one year in the field of the proposed graduate major. The academic unit specifies conditions that the student must fulfill in order to be advanced to regular enrollment. Provisional enrollment may also be granted to a student who is otherwise eligible for regular enrollment but whose prospective academic unit specifies conditions that he or she must first meet (i.e. achievement of specific grades and/or completion of specific course work). International students who hold nonresident alien visas and students who are to be appointed to assistantships cannot be accepted in provisional enrollment.

The admissions office notifies the student that he/she has been accepted for provisional enrollment. In the letter of acceptance, the following general and specific terms governing the student's provisional enrollment are stated:

1. A student may not remain in provisional enrollment status for more than 12 consecutive calendar months (a shorter period may be specified). Nor may a student remain in this status after completing nine credits (a lower credit limitation may be specified).
2. A student will be advanced from provisional to regular enrollment provided he or she maintains a GPA of at least 3.00 each semester while in the provisional status (a higher GPA may be specified), fulfills the conditions, if any, that were specified at the time of initial enrollment, and receives no incompletes.
3. A student who does not meet the stated conditions for advancement to regular enrollment within the specified time and credit limitations cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures.

It is the student's responsibility to be in touch with the administrative unit regarding his or her progress toward meeting the conditions for advancement.

The conditions specified for a student's advancement to regular enrollment are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

Academic units need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of them should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining deficiencies, if any, can be made up after the

student is in regular enrollment. The academic unit must be sure that any courses the student is required to take while in provisional enrollment will, in fact, be offered during that period.

Conditional Admission. Conditional admission may be granted to applicants who qualify academically, but who have not yet met UI's minimum English language proficiency requirement. In conditional admission status, students enroll in UI's American Language and Culture Program (ALCP) to achieve the academic units English language requirement prior to being granted full admission and commencing their degree programs. Please note that not all academic units grant conditional admission. International students in a 3+2 program are not eligible for conditional admission.

Concurrent Enrollment as an Option of Conditional Admission. Students enrolled in ALCP Level 5 or Level 6 may, in consultation with the coordinator of ALCP and the course instructor, obtain approval to enroll as non-degree students for up to 7 credits per semester of academic courses in addition to their full-time ALCP courses. Students whose proficiency levels later prove inadequate for success in the academic courses may be withdrawn at the discretion of the academic course instructor and the ALCP coordinator. Once students achieve the necessary language qualification and gain full admission to the university, they may apply the credits of academic courses completed while in conditional admission status toward UI degree programs (other university and College of Graduate Studies restrictions may apply).

Unclassified Enrollment. Unclassified enrollment is for students who do not wish to work for a graduate degree and is not to be used as a probationary category. Admission as an unclassified student does not guarantee subsequent transfer to a degree program. This enrollment category is not open to international students who hold nonresident alien visas or to students who are to be appointed to assistantships. Students on Unclassified enrollment are not eligible for Title IV financial aid.

Non-degree Student. Refer to the "Non-Degree Admission Requirements" section above for a full description of this classification. Non-degree students are not admitted to the College of Graduate Studies. They may, however, take graduate courses with permission of the instructor and the Dean of the College of Graduate Studies provided that they have earned a baccalaureate degree from a regionally accredited institution with an overall 3.00 GPA. Non-degree students are not eligible for Title IV financial aid. If a non-degree student receives a grade of C, D, or F in a 500-level course, he/she loses the privilege of taking more 500-level courses.

Application Requirements for Graduate Academic Certificates. Students must complete the online application for a Graduate Level Academic certificate (\$30.00 application fee) and provide evidence of a completed bachelor's degree from a regionally accredited institution (unofficial transcripts will be accepted for graduate certificate applications) in a generally related area with an overall GPA of at least 3.0. Students who have below a 3.0 cumulative GPA on their undergraduate record and wish to enroll in a graduate certificate program are encouraged to apply and may be admitted based on departmental review. Certificate only students will be classified as certificate seeking at the graduate level and are not eligible for financial aid. International graduate certificate applicants must meet the University of Idaho

language requirement. Due to the nature of this program, immigration regulations prohibit students requiring an F-1 or J-1 visa admission to this program. Current graduate degree seeking University of Idaho Students will be required to fill out a Change of Curriculum form adding the graduate certificate as an additional curriculum. Students should obtain the proper signatures from the department and return to the Office of the Registrar for processing. Current Undergraduate students wishing to earn a Graduate Academic Certificate must be eligible to participate in graduate level courses (minimum requirements — senior standing and a 3.0 UI overall GPA). If the course is not being used for the undergraduate degree the student should file a Course Level Adjustment form to reserve the course for the GR transcript (maximum of 12 credits may be reserved for the graduate transcript). Once the student earns their bachelor's degree they may apply as a graduate certificate seeking student and complete the certificate program.

Concurrent or Multiple Level Curricula for Graduate Students. A graduate student may simultaneously enroll in an undergraduate, graduate or law program. The "~~Course Level Adjustment" form~~"Credit Reservation Form" indicating course use (graduate, undergraduate or law) is available and must be filed each semester or session ~~by the 10th day of classes~~. Please note that students seeking a degree at more than one level will need to officially apply for admission at the appropriate level. Placing courses from the undergraduate level to the graduate level or graduate level to the undergraduate level, when no degree is sought, does not require admission to the level where the course will be placed. Student fees for the courses are determined by the student's primary level; however, an undergraduate ~~will~~may be charged graduate fees for any courses placed on the graduate transcript.

Seniors in 500-Level Courses. A senior who has a cumulative grade-point average of 3.00 or higher may enroll in 500-level courses. The course(s) may be placed on either the undergraduate or the graduate transcript but will automatically be placed on the undergraduate transcript unless the student completes a "~~Course Level Adjustment" form~~"Credit Reservation Form" indicating the appropriate transcript placement for the course. The placing of courses on a graduate transcript does not admit or guarantee subsequent admission of such students to the Graduate College. The ~~deadline for filing student must submit~~ the "~~Course Level Adjustment" form~~ Credit Reservation Form to the College of Graduate Studies Office before the last day of the semester in which the Bachelor's Degree is earned. Once a student graduates with their undergraduate degree, courses will not be moved to a graduate level transcript. is the tenth day of the class for that semester or session. ~~All Students may be assessed graduate fees for~~ courses placed on a graduate transcript, ~~regardless of the course level, will be assessed graduate fees.~~

Returning Students. A graduate student who has completed one degree and wishes to enroll in further courses must file a "Change of Curriculum" form with the Graduate Studies Office. A returning graduate student who has not enrolled within two years of the term in which he or she wishes to register must file an Application for Readmission with the Graduate Admissions Office (see B-1). Readmission must be approved by the department in whose degree program the returning graduate student wishes to enroll. If the department denies the readmission, the student will be moved automatically into Unclassified enrollment status.

~~Graduate Admission of~~ Additional Information for **International Students**

The College of Graduate Studies welcomes applications from qualified students from other countries. International applicants are expected to have qualifications equivalent to those required of other graduate students.

- Prospective international students must have the equivalent of a U.S. Bachelor's Degree from a recognized and approved institution. Usually this is a minimum of four years of study beyond grade 12 or equivalent. Students from EHEA (Bologna Accord) or other international institutions awarding three-year Bachelor's Degrees will be reviewed and may be admitted if accepted by the academic program. Not all three-year degrees are equivalent to a U.S. Bachelor's Degree. Please, visit the graduate admissions website prior to application to determine if your three-year degree is acceptable.
- Copy of Passport or National Identity Card. The applicant should submit a clear and readable copy of their passport, or national identity card if no passport has been issued, or if currently in the U.S., a copy of the applicant's visa.

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~~**Credentials.** Official transcripts and/or certified copies of the certificate, diploma, or government examination report received on completion of any college or university course work must be delivered directly to the Graduate Admissions Office in a sealed envelope. The credentials must be originals obtained from the certifying agency. The credentials must be translated into English if written in a foreign language.~~

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- **Financial Verification:** The student may submit application materials without financial verification. However, if the department is recommending the student for admission into the graduate program, the student will be required to submit a completed "Certificate of Financial Responsibility" before the student will be issued an I-20. Please, see www.uidaho.edu/admissions/graduate/graduate-admissions-forms for financial responsibility forms.

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~~**English Language Proficiency.** UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). Equivalent measures of proficiency acceptable to UI include the MELAB (77), the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from either a U.S. institution, or (c) based on the judgment of the Graduate Admissions Office, those who have earned at least 12 credits, with a grade C or better, in university-level English courses from a U.S. institution. UI does not accept scores that are more than two years old.~~

Enrollment Requirements. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time

students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Financial Statement. As required by the U.S. Immigration and Customs Enforcement (USICE), all international students who hold or intend to hold nonresident alien visas must present to the Graduate Admissions Office satisfactory statements of finances and adequate proof of financial responsibility or sponsorship to cover all financial obligations while attending the University of Idaho.

Health and Accident Insurance. Supplemental health and accident insurance is mandatory for international students who hold nonresident alien visas and all accompanying dependents. Students must purchase and maintain the UI health insurance (SHIP) policy or document coverage of an equivalent policy with the International Programs Office before they are allowed to register or attend classes. Failure to obtain and maintain the required insurance may subject students to sanctions, up to and including disenrollment. See information on insurance in the Student Services section.

Status. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Deadline for Application for Admission. To provide time for evaluation, for notice of admission status to reach the applicant, and for USICE requirements to be met for issuance of a student visa, applications and credentials should be received by the Graduate Admissions Office no later than the following dates: for fall semester, May 1; for spring semester, October 1; for summer session, March 15. (Please note: The priority application deadlines are February 1 for fall semester and summer sessions and September 1 for spring semester. Applicants who meet the priority deadline will be given early consideration for College of Graduate Studies and departmental tuition support.)

International Student Advisors. The international student advisors (ISAs) are involved with an international student's progress at every stage of the educational process. Once a student has been admitted, the ISAs provide general information about cultural adjustment and the educational system, as well as specific details about other matters. Community contacts may be arranged, if requested. All matters pertaining to a student's non-immigrant status with Department of Homeland Security (DHS) are handled through the International Programs Office. A

mandatory orientation before registration provides new students with assistance on initial questions. After this orientation, students are invited to visit the ISAs at any time with questions or concerns relating to immigration matters, education, finances, and cultural adjustment. The ISAs also serve as official liaisons between students and their consular offices or sponsoring agencies.

International Graduate Ambassador Program. The International Ambassador Program assists prospective international graduate students in learning about the University of Idaho community and culture by connecting them with current international graduate students from their home country. Ambassadors may also serve as a liaison between graduate programs and prospective international students by aiding the communication process associated with recruiting international students. The International Graduate Ambassador Program is housed within the College of Graduate Studies under the direction of the Graduate Recruitment Coordinator. Please, email uigradstudies@uidaho.edu for additional information on the International Graduate Ambassador Program.

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Graduate Admission to the University

Graduate programs are offered through one or more of the following locations: Moscow, Boise, Coeur d'Alene, or Idaho Falls, as well as Engineering Outreach or other distance learning opportunities. Please see www.uidaho.edu/admissions/graduate to determine where graduate programs are delivered.

More than 600 faculty members participate in teaching and research. In addition to the accreditation of some individual programs, the University is accredited by the Northwest Commission on Colleges and Universities.

Academic Requirements

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor's degree from a regionally accredited U.S. college or university, or recognized international institution. If the degree is not from regionally accredited or recognized international institution, the application may be reviewed by the department and by the College of Graduate Studies.
Or
Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. See COGS website for a list of 3+2 programs.
2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),
3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any.
4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.
5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to submit three letters of recommendation, a one-to-two page Statement of Career Objectives and a one-to-two page resume/curriculum vitae.

Students planning to apply for work leading to a graduate degree should contact the academic unit in which they wish to major **before** submitting the application for graduate admission. All admission recommendations are made at the academic unit level with final admission decision made by the College of Graduate Studies. Admission is granted **only** to a specific degree and program and initial admission is granted for a specific semester.

English Language Proficiency. UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). UI does not accept scores that are more than two years old. Equivalent measures of proficiency acceptable to UI include the MELAB (77) and the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score

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requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from another U.S. institution, or (c) have completed ALCP level 6.

Admission application files will be sent to the academic unit for review once all required documents have been received by the Graduate Admissions Office and the application fee has been paid.

Priority Deadlines and Application Fees

Domestic Applicants

Fall-February 1

Spring-September 1

Summer-February 1

Non-refundable application fee \$60

By meeting the priority deadline, the student will receive full consideration for College of Graduate Studies tuition waivers. Individual academic units may have earlier admission deadlines, especially for applicants seeking financial assistance or assistantships.

International Applicants

Fall-February 1

Spring-September 1

Summer-February 1

Non-refundable application fee \$70

The academic unit will determine which terms they will admit students. Check the Graduate Admission Department Requirements website for applicable admission terms (www.uidaho.edu/admissions/graduate/graduate-programs).

Applications received after the above deadlines but before the official start of the semester for which the applicant is seeking entry will be considered only if additional students can be accommodated.

Please consult the graduate admissions website at www.uidaho.edu/admissions/graduate for more information regarding academic departments' requirements and deadlines.

The Graduate Admissions Office is not authorized to release application information to anyone other than the applicant without written authorization. Please submit a Student Consent for Release Form (available on the admissions website) if you want someone specific to be given information regarding your admission status.

Deadline for International Application for Admission. To provide time for evaluation, for notice of admission status to reach the applicant, and for United States Immigration and Customs Enforcement (USICE) requirements to be met for issuance of a student visa, applications and credentials should be received by the Graduate Admissions Office no later than the following dates: for Fall semester, May 1; for Spring semester, October 1; for summer session, March 15.

Graduate Record Examination. The Graduate Record Examination (GRE) is not a College of Graduate Studies requirement, but is required by some academic units. Official copies of GRE results must come from the Educational Testing Service. In rare cases, if the examination is many years out of date, students may be able to provide unofficial results of the examination with their admission application to facilitate evaluation and acceptance. GRE scores are retained by the student's academic unit.

Transcripts and Application for Graduate Admission. Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, three letters of recommendation from professional/academic references, a statement of career objectives, a vitae/resume, and have official

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transcripts delivered to the Graduate Admissions Office. Transcripts become the property of the university and cannot be copied, returned, or forwarded.

Transcripts are required for the application review process. **A copy of an official transcript (and its English translation if from a foreign institution) for every college and university that the applicant attended is acceptable for the application review process.** Applicants may upload copies of official transcripts and translations via the online application. **Uploaded transcripts must be legible. Please scan at 600 dpi resolution minimum.** International applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will need to submit official transcripts from the graduate degree granting institution and unofficial copies of previous undergraduate work if completed outside the U.S. **All transcripts sent to the Graduate Admissions Office as part of the application process become part of the official Graduate Admissions application file and cannot be returned or transferred.**

Official Academic Credentials: Transcripts, mark sheets, grade reports, or examination results, along with degree certificates from all higher education institutions attended will be required. When sending official transcripts from schools located in non-English-speaking countries, each institution must submit both the English translation plus an original language record. Transcripts that are sent directly from the institution will be considered official. Transcripts should be sent directly from the institution (FedEx, UPS, or DHL) to the following address: University of Idaho Graduate Admissions Office, 205 Morrill Hall, University of Idaho, Moscow, ID 83844-3019. Transcripts sent through U.S. Mail should be sent to University of Idaho Graduate Admission Office, 875 Perimeter Drive MS3017, Moscow Idaho, 83844-3017. Transcripts not sent directly from an institution or are hand delivered and are embossed and/or on official university letterhead and sealed in an envelope with a university stamp and/or a signature across the seal may be considered official. If transcripts are deemed unofficial, then official transcripts must be received before registration opens for subsequent terms or a registration hold will be placed on the students' registration. Any discrepancies later found between the student-provided / uploaded unofficial transcripts and official transcripts will be grounds for immediate dismissal. The College of Graduate Studies reserves the right to request a third-party, course-by-course, evaluation of transcripts at any time. The cost of the evaluation will be the responsibility of the student.

Acceptance to the College of Graduate Studies. When admitted to the College of Graduate Studies, a graduate applicant will be issued a letter of acceptance. Acceptance is granted for a specified term. If the applicant does not register for that term but wishes to enroll in a future term, the applicant must submit a new application and fee to the Graduate Admissions Office. Transcripts and test scores for applicants who are admitted but do not enroll, applicants who are denied, or applicants who do not complete the admission process are retained for up to one year.

Graduate Admission Categories.

Regular Enrollment. Regular enrollment for graduate study leading toward an advanced degree may be granted to a student who satisfies all of the following criteria: (1) has a bachelor's degree from a college or university accredited by a regionally accrediting association, (2) has an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits), (3) has maintained at least a 3.00 grade-point average in subsequent academic work if

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any, and (4) has been reviewed and recommended for acceptance by the department administering the program in which the student seeks to enroll.

Students who are part of a recognized 3+2 program will be considered to be regularly admitted when they have met the specific admission requirements of COGS and any enhanced requirements outlined by the department which is offering the 3+2 program.

Provisional Enrollment. A student who is not eligible for regular enrollment may be considered for provisional enrollment (on the master's level only) if the academic unit administering the program recommends it, and if at least two of the following conditions are met: (1) the student's undergraduate GPA shows steady improvement; (2) the student has taken post-baccalaureate undergraduate level course work with A and/or B grades; (3) the student has achieved the 75th percentile on the relevant GRE or equivalent exam; (4) the student has been out of school for five or more years and has been working for at least one year in the field of the proposed graduate major. The academic unit specifies conditions that the student must fulfill in order to be advanced to regular enrollment. Provisional enrollment may also be granted to a student who is otherwise eligible for regular enrollment but whose prospective academic unit specifies conditions that he or she must first meet (i.e. achievement of specific grades and/or completion of specific course work). **International students who hold nonresident alien visas and students who are to be appointed to assistantships cannot be accepted in provisional enrollment.**

The admissions office notifies the student that he/she has been accepted for provisional enrollment. In the letter of acceptance, the following general and specific terms governing the student's provisional enrollment are stated:

1. A student may not remain in provisional enrollment status for more than 12 consecutive calendar months (a shorter period may be specified). Nor may a student remain in this status after completing nine credits (a lower credit limitation may be specified).
2. A student will be advanced from provisional to regular enrollment provided he or she maintains a GPA of at least 3.00 each semester while in the provisional status (a higher GPA may be specified), fulfills the conditions, if any, that were specified at the time of initial enrollment, and receives no incompletes.
3. A student who does not meet the stated conditions for advancement to regular enrollment within the specified time and credit limitations cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures.

It is the student's responsibility to be in touch with the administrative unit regarding his or her progress toward meeting the conditions for advancement.

The conditions specified for a student's advancement to regular enrollment are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

Academic units need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of them should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining deficiencies, if any, can be made up after the student is in regular enrollment. The academic unit must be sure that any courses the student is required to take while in provisional enrollment will, in fact, be offered during that period.

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Conditional Admission. Conditional admission may be granted to applicants who qualify academically, but who have not yet met UI's minimum English language proficiency requirement. In conditional admission status, students enroll in UI's American Language and Culture Program (ALCP) to achieve the academic units English language requirement prior to being granted full admission and commencing their degree programs. Please note that not all academic units grant conditional admission. International students in a 3+2 program are not eligible for conditional admission.

Concurrent Enrollment as an Option of Conditional Admission. Students enrolled in ALCP Level 5 or Level 6 may, in consultation with the coordinator of ALCP and the course instructor, obtain approval to enroll as non-degree students for up to 7 credits per semester of academic courses in addition to their full-time ALCP courses. Students whose proficiency levels later prove inadequate for success in the academic courses may be withdrawn at the discretion of the academic course instructor and the ALCP coordinator. Once students achieve the necessary language qualification and gain full admission to the university, they may apply the credits of academic courses completed while in conditional admission status toward UI degree programs (other university and College of Graduate Studies restrictions may apply).

Unclassified Enrollment. Unclassified enrollment is for students who do not wish to work for a graduate degree and is not to be used as a probationary category. Admission as an unclassified student does not guarantee subsequent transfer to a degree program. This enrollment category is not open to international students who hold nonresident alien visas or to students who are to be appointed to assistantships. Students on Unclassified enrollment are not eligible for Title IV financial aid.

Non-degree Student. Refer to the "Non-Degree Admission Requirements" section above for a full description of this classification. Non-degree students are not admitted to the College of Graduate Studies. They may, however, take graduate courses with permission of the instructor and the Dean of the College of Graduate Studies provided that they have earned a baccalaureate degree from a regionally accredited institution with an overall 3.00 GPA. Non-degree students are not eligible for Title IV financial aid. If a non-degree student receives a grade of C, D, or F in a 500-level course, he/she loses the privilege of taking more 500-level courses.

Concurrent or Multiple Level Curricula for Graduate Students. A graduate student may simultaneously enroll in an undergraduate, graduate or law program. The "Credit Reservation Form" indicating course use (graduate, undergraduate or law) is available and must be filed each semester or session. Please note that students seeking a degree at more than one level will need to officially apply for admission at the appropriate level. Placing courses from the undergraduate level to the graduate level or graduate level to the undergraduate level, when no degree is sought, does not require admission to the level where the course will be placed. Student fees for the courses are determined by the student's primary level; however, an undergraduate may be charged graduate fees for any courses placed on the graduate transcript.

Seniors in 500-Level Courses. A senior who has a cumulative grade-point average of 3.00 or higher may enroll in 500-level courses. The course(s) may be placed on either the undergraduate or the graduate transcript but will automatically be placed on the undergraduate transcript unless the student completes a "Credit Reservation Form" indicating the appropriate transcript placement for the course. The placing of courses on a graduate transcript does not admit or

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guarantee subsequent admission of such students to the Graduate College. The student must submit the "Credit Reservation Form to the College of Graduate Studies Office before the last day of the semester in which the Bachelor's Degree is earned. Once a student graduates with their undergraduate degree, courses will not be moved to a graduate level transcript. Students may be assessed graduate fees for courses placed on a graduate transcript.

Returning Students. A graduate student who has completed one degree and wishes to enroll in further courses must file a "Change of Curriculum" form with the Graduate Studies Office. A returning graduate student who has not enrolled within two years of the term in which he or she wishes to register must file an Application for Readmission with the Graduate Admissions Office (see B-1). Readmission must be approved by the department in whose degree program the returning graduate student wishes to enroll. If the department denies the readmission, the student will be moved automatically into Unclassified enrollment status.

Additional Information for International Students The College of Graduate Studies welcomes applications from qualified students from other countries. International applicants are expected to have qualifications equivalent to those required of other graduate students.

- Prospective international students must have the equivalent of a U.S. Bachelor's Degree from a recognized and approved institution. Usually this is a minimum of four years of study beyond grade 12 or equivalent. Students from EHEA (Bologna Accord) or other international institutions awarding three-year Bachelor's Degrees will be reviewed and may be admitted if accepted by the academic program. Not all three-year degrees are equivalent to a U.S. Bachelor's Degree. Please, visit the graduate admissions website prior to application to determine if your three-year degree is acceptable.
- **Copy of Passport or National Identity Card.** The applicant should submit a clear and readable copy of their passport, or national identity card if no passport has been issued, or if currently in the U.S., a copy of the applicant's visa.
- **Financial Verification:** The student may submit application materials without financial verification. However, if the department is recommending the student for admission into the graduate program, the student will be required to submit a completed "Certificate of Financial Responsibility" before the student will be issued an I-20. Please, see www.uidaho.edu/admissions/graduate/graduate-admissions-forms for financial responsibility forms.

Enrollment Requirements. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework toward this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Health and Accident Insurance. Supplemental health and accident insurance is mandatory for international students who hold nonresident alien visas and all accompanying dependents. Students must purchase and maintain the UI health insurance (SHIP) policy or document coverage of an equivalent policy with the

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International Programs Office before they are allowed to register or attend classes. Failure to obtain and maintain the required insurance may subject students to sanctions, up to and including disenrollment. See information on insurance in the Student Services section.

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International Graduate Ambassador Program. The International Ambassador Program assists prospective international graduate students in learning about the University of Idaho community and culture by connecting them with current international graduate students from their home country. Ambassadors may also serve as a liaison between graduate programs and prospective international students by aiding the communication process associated with recruiting international students. The International Graduate Ambassador Program is housed within the College of Graduate Studies under the direction of the Graduate Recruitment Coordinator. Please, email uigradstudies@uidaho.edu for additional information on the International Graduate Ambassador Program.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR
REQUEST FORM
Short Form**

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

This section must be completed

College:	College of Agricultural and Life Sciences (CAL S)		
Department/Unit:	Biological and Agricultural Engineering (BAE)		
Dept/Unit Approval Date:	October 9, 2015	Vote Record:	6 yes; 0 no
College Approval Date:	10/11/2016	Vote Record:	12 yes; 0 no
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Larry D. Makus, Interim BAE Department Head lmakus@uidaho.edu		

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	<input checked="" type="checkbox"/>	Modify: Agricultural Systems Management major; Environmental Soil Science emphasis area to a major	<input checked="" type="checkbox"/>	Discontinue:		
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement: 128
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:						
Teaching Endorsement (Major/Minor):						

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<p>Overview of Program Component:</p> <p><i>Provide a brief narrative description</i></p>	<p>The existing BAE Department will be changed to Soil and Water Systems (SWS) with the CALS soils faculty moving to the re-named Department to join the existing BAE faculty. The SWS Department allows CALS to focus additional attention on water and the critical interaction with soils. Two existing academic programs (Agricultural Systems Management major and the Soil and Land Use emphasis area as a proposed major) will be modified to meet a new SWS core set of courses, with additional modifications to courses in the major. The new major in Water Science and Management will provide an important emphasis on water management, which is critical to all aspects of agriculture in Idaho. The existing MS with a major in Soil and Land Resources (thesis and non-thesis options) and the PhD (major in Soil and Land Resources) will be assigned to the SWS Department. The B.S. AgLS with a major in Sustainable Food Systems and the Soil Science minor will also be assigned to the SWS Department.</p>
<p>Program Component Curriculum:</p> <p><i>Required courses</i></p>	<p><u>Soil and Water Systems Core</u> (required course work to include the university requirements)</p> <p>AGED 406 Exploring International Agriculture OR 3 cr SOC 350 Food, Culture, and Society 3 cr ASM 315 Irrigation Systems and Water Management 3 cr COMM 101 Fundamentals of Public Speaking 2 cr ENGL 313 Business Writing OR 3 cr ENGL 317 Technical Writing 3 cr GEOG 385 GIS Primer 3 cr MATH 143 Pre-calculus Algebra and Analytic Geometry 3 cr PLSC 102 The Science of Plants in Agriculture OR 3 cr REM 221/FOR 221 Ecology 3 cr SOIL 205 The Soil Ecosystem 3 cr SOIL 206 The Soil Ecosystem Lab 1 cr SOIL 438 Pesticides in the Environment 3 cr STAT 251 Statistical Methods 3 cr</p> <p>Water Science and Management major courses</p> <p>CHEM 111 Principles of Chemistry I 4 cr CHEM 111L Principles of Chemistry I Lab 1 cr CHEM 112 Principles of Chemistry II 5 cr MATH 170 Analytic Geometry and Calculus I 4 cr MATH 175 Analytic Geometry and Calculus II 4 cr BIOL 115 Cells & the Evolution of Life 3 cr BIOL 115L Cells & the Evolution of Life Lab 1 cr GEOG 111 Physical Geology for Science Majors 3 cr GEOG 111L Physical Geology for Science Majors Lab OR 1 cr GEOG 101L Physical Geology Lab 1 cr PHYS 111 General Physics I 3 cr PHYS 111L General Physics I Lab 1 cr PHYS 112 General Physics II 3 cr</p>

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PHYS 112L General Physics II Lab	1 cr
SOIL 415 Soil and Environmental Physics	3 cr
SOIL 422 Environmental Soil Chemistry	3 cr
SOIL 446 Soil Fertility	3 cr
ASM 305 GPS and Precision Agriculture	3 cr
BAE 450 Environmental Hydrology	3 cr
BAE 452 Environmental Water Quality	3 cr
GEOL 309 Ground Water Hydrology	3 cr
HYDR 409 Quantitative Hydrogeology OR	3 cr
HYDR 412 Environmental Hydrogeology OR	3 cr
HYDR 414 Ground-Water/Surface Water Interactions	3 cr
FOR 326 Fire Ecology and Management OR	3 cr
FOR 462 Watershed Science and Management	3 cr
GEOG 475 Intermediate GIS	3 cr
OR GEOG 424 Applications of GIS and Remote Sensing	3 cr
OR FOR 472 Remote Sensing of the Environment	3 cr
Electives to total 128 credits for the degree	
Agricultural Systems Management major courses	
ACCT 201 Introduction to Financial Accounting	3 cr
ACCT 202 Introduction to Managerial Accounting	3 cr
AgEc 278 Farm and Agribusiness Management	4 cr
AgEc 289 Agricultural Markets and Prices	3 cr
AgEc 356 Agricultural and Rural Policy	3 cr
ASM 107 Beginning Welding	2 cr
ASM 112 Introduction to Agricultural Systems Management	3 cr
ASM 200 Seminar	1 cr
ASM 202 Agricultural Shop Practices	2 cr
ASM 305 GPS and Precision Agriculture	3 cr
ASM 331 Electric Power Systems for Agriculture	3 cr
ASM 409 Ag. Tractors, Power Units&Machinery Management	4 cr
ASM 412 Ag. Safety and Health	2 cr
ASM 433 Agricultural Processing Systems	3 cr
BUS 190 Integrated Business Systems	3 cr
BLAW 265 Legal Environment of Business	3 cr
BIO 102 Biology and Society	3 cr
BIO 102L Biology and Society Laboratory	1 cr
ECON 202 Principles of Micro Economics	3 cr
ENG 105 Engineering Graphics	2 cr
CHEM 101 Introduction to Chemistry I OR	4 cr
CHEM 111 Principles of Chemistry I	4 cr
PHYS 100 and 100L Fundamentals of Physics I and lab OR	4 cr
PHYS 111 and 111L General Physics I and lab OR	4 cr
PHYS 211 and 211L Engineering Physics I and lab	4 cr

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	AGEC Elective (upper division)	3 cr
	Agricultural and Technical Electives	10 cr
	Life Science Elective	3 cr
	Electives to total 128 credits for the degree	
	Environmental Soil Science Major Courses	
	CHEM 111 Principles of Chemistry I	4 cr
	CHEM 111L Principles of Chemistry I Lab	1 cr
	CHEM 112 Principles of Chemistry II	5 cr
	CHEM 275 Carbon Compounds OR	3 cr
	CHEM 277 Organic Chemistry I	3 cr
	MATH 160 Survey of Calculus OR	4 cr
	Math 170 Analytic Geometry and Calculus I	4 cr
	BIOL 115 Cells & the Evolution of Life	3 cr
	BIOL 115L Cells & the Evolution of Life Laboratory	1 cr
	BIOL 213 Principles of Biological Structure and Function OR	4 cr
	PLSC 205 General Botany	4 cr
	BIOL 250 General Microbiology	3 cr
	BIOL 255 General Microbiology Lab	2 cr
	GEO 111 Physical Geology for Science Majors	3 cr
	GEO 111L Physical Geology for Science Majors Lab OR	1 cr
	GEO 101L Physical Geology Lab	1 cr
	PHYS 111 General Physics I	3 cr
	PHYS 111L General Physics I Lab	1 cr
	PHYS 112 General Physics II	3 cr
	PHYS 112L General Physics II Lab	1 cr
	SOIL 400 Seminar	1 cr
	SOIL 415 Soil and Environmental Physics	3 cr
	SOIL 422 Environmental Soil Chemistry	3 cr
	SOIL 425 Microbial Ecology	3 cr
	SOIL 446 Soil Fertility	3 cr
	SOIL 454 Pedology	3 cr
	SOIL 499 Directed Study	1 cr
	Electives to total 128 cr for the degree	
	MS with a major in Soil and Land Resources (thesis and non-thesis options) – no change in curriculum	
	PhD with a major in Soil and Land Resources – no change in curriculum	
	Soil Science Minor – no change in curriculum	
	BS AgLS – Sustainable Food Systems	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	Biological and Agricultural Engineering
New Name:	<u>Soil and Water Systems</u>
Current Degree:	BS, Agricultural and Life Sciences – Agricultural Systems Management major and minor
New Degree:	BS, Soil and Water Systems: Majors in: Environmental Soil Science (existing emphasis area); Agricultural Systems Management (existing major); Water Science and Management (new major)
Other Details:	Changing name of existing department and adding Soils faculty to the Department

Financial Impact

This section must be completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	Administration will consist of a Department Chair to be selected from within the SOILS/BAE faculty and serving a fixed 3 to 5 year term following procedures of yet to be determined SWS Bylaws. The chair will carry approximately 0.80 administrative responsibility and 0.20 teaching, research or extension responsibility as appropriate to maintaining elements of an active scholarship program. A full time staff Office Manager will report to the chair. This will not be a new position but will be an internal reallocation within CALS to SWS.	

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The Department will continue to offer two existing academic programs (one elevated from an emphasis area to a major), and add one additional major. Two of the programs are already in place and have established curricula, admission requirements, and assessment procedures. Additional processes for determining needs and restructuring the curriculum will be developed following the name change.

As a result of the separation of BAE from the College of Engineering (COE), CALS currently has 7 faculty positions in ASM and water engineering that are without a functional department. A departmental home needs to be established for these faculty members. Since the department is now exclusively assigned to CALS, the “engineering” component of the name needs to be changed.

There is a synergistic relationship between soil and water in agricultural and living systems, suggesting the importance of managing such systems in a holistic manner. Water is becoming an increasingly critical issue for agriculture in Idaho, the Pacific Northwest, and globally. The UI-wide interdisciplinary Water Resources (WR) program is now administratively housed in CALS, and this department will continue to be an important partner for the WR program. The growing interest and use of precision agriculture practices in both dryland and irrigated

agricultural systems suggests the potential for additional emphasis in this area, and the ASM program is the logical place to focus on precision agriculture. Given the water issues facing Idaho, irrigation systems will initially play an important role in the adoption of precision agriculture. There is significant stakeholder support (including the Idaho Water Users Association and the CALS Advisory Board) for additional emphasis on water and precision agriculture issues.

This program will not require specialized accreditation. Internally, the program will be monitored using the same protocols applied to the existing majors. Exit interviews with undergraduate students will be conducted and responses recorded. Students will be strongly encouraged to complete advising evaluations. Teaching evaluations will be reviewed by the department head and peer-teaching evaluations will be completed each year. An experienced faculty will serve as the academic advisor to students in the program and will utilize advising appointments to gather informal student feedback regarding courses, internships and overall satisfaction with the program. The program will also be reviewed periodically with the established advisory committees at the department and college level. Learning outcomes will be established following the established procedure utilized across UI programs.

Faculty for the Department:

Existing Faculty:

Marvin Heimgartner (Senior Instructor – BAE)
 Tad Wheeler (Temporary Instructor – BAE)
 Erin Brooks (Associate Professor – BAE)
 Tom Karsky (Professor – BAE)
 Jae Ryu (Associate Professor – BAE)
 Howard Neibling (Associate Professor – BAE)
 Rick Allen (Professor – BAE)
 Lide Chen (Assistant Professor – BAE)

Faculty transferred from PSES:

Jodi Johnson-Maynard (Professor – Soils)
 Paul McDaniel (Professor – Soils)
 Matthew Morra (Professor – Soils)
 Robert Heinse (Associate Professor – Soils)
 Daniel Strawn (Professor – Soils)
 Robert Mahler (Professor – Soils)
 Amber Moore (Extension Associate Professor – Soils)
 Leslie Baker (Assistant Professor - 50% with Geology)
 Microbial Ecologist (vacant position being hired)

Staff:

All staff members currently associated with the Soil and Land Resources Unit within PSES
 Administrative Support Position (to be hired)

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and

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substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X	
Coeur d'Alene		
Boise*		
Idaho Falls*		
Other**		Location(s):

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	February 15, 2017		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	11-01-16		
UCC Item Number:	UCC-17-021a		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	10/11/2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Department of Soil and Water Systems

Program Identification for Proposed New or Modified Program:

Program Title:	Soil and Water Systems				
Degree:	B.S.S.W .S.	Degree Designation	<input checked="" type="checkbox"/>	Undergraduate	Graduate
Indicate if Online Program:	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	
CIP code (consult IR /Registrar):					
Proposed Starting Date:	July 1, 2017				
Geographical Delivery:	Location(s))	Moscow	Region(s))		
Indicate (X) if the program is/has:	<input type="checkbox"/>	Self-Support	<input type="checkbox"/>	Professional Fee	
Indicate (X) if the program is:	<input type="checkbox"/>	Regional Responsibility	<input checked="" type="checkbox"/>	Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program

<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)

<input type="checkbox"/> Expansion of Existing Program | <input checked="" type="checkbox"/> Consolidation of Existing Program

<input type="checkbox"/> New Off-Campus Instructional Program

<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|---|

M.P. P. 10/14/2016

 College Dean (Institution) Date

 Vice President for Research (Institution; as applicable) Date

 Graduate Dean or other official (Institution; as applicable) Date

 Academic Affairs Program Manager, OSBE Date

 FVP/Chief Fiscal Officer (Institution) Date

Date

 Chief Academic Officer, OSBE Date

 SBOE/Executive Director Approval Date

 Provost/VP for Instruction (Institution)

 President Date

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.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This request will create a new degree program in Soil and Water Systems (B.S. S.W.S.). The degree program will include three majors: 1) Environmental Soil Science, 2) Water Science and Management and 3) Agricultural Systems Management. The Environmental Soil Science major will replace an emphasis area in Soil and Land Use currently available under the Sustainable Crop and Landscape Systems major. The Agricultural Systems Management major currently exists and will be moved from a major under the Agricultural and Life Sciences degree to a major under the new Soil and Water Systems degree. The Water Science and Management major will be a new major. APPENDIX #1 is an overview of how our request here is part of the larger petition to reorganize all PSES instructional programs.

The text in this proposal will focus on the new major, Water Science and Management, since the other two majors/programs currently exist. The programs will be referred to as:

- A. Environmental Soil Science (ESS)
- B. Agricultural Systems Management (ASM)
- C. Water Science and Management (WSM)

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

- A. Environmental Soil Science is an existing program with a total of 10 majors. This major serves all students interested in soil fertility, reclamation/bioremediation, soil water management and conservation. The University of Idaho is the only institution in the state offering a major in Soil Science. This is significant given that the number of retiring soil scientists is projected to be greater than the number of graduating seniors across all but one western state. All indications point to significant increases in the need for soil scientists at the BS level (see Table 1).
- B. Agricultural Systems Management is an existing major with an undergraduate enrollment of 50 students. The ASM degree largely serves students interested in an applied career in agriculture. Graduates find employment within the agricultural industry, or operate their own farms.
- C. Water Science and Management is a new proposed major. At the state and national scale, demand for graduates with BS degrees in the area of water science and management is growing. The demand for agricultural scientists in general is expected to increase and water shortages/drought is expected to continue and worsen in the future.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a

program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Soil and water conservationist
2. Hydrologist
3. Agricultural technician
4. Water quality/irrigation/precision ag specialist
5. Water quality/irrigation/precision ag specialist
6. Nutrient management specialist
7. Remote sensing technicians
8. Environmental engineer/technician/scientist
9. Farmer/rancher/forester
10. Consultant/advisor

Table 1. Long-term occupational projections for ID, WA, OR and the US (2014-2022). NA = data not available

Occupation	Projected change (number of new jobs and % change)			
	ID	WA	OR	US
Agricultural and Food Sci. Technician	80 16.3%	80 23.6%	90 13.8%	1600 4.9%
Conservation Scientists	180 54.9%	140 12.7%	100 17.4%	1400 6.9%
Environmental Engineers	120 30.9%	280 18.2%	130 20.5%	6800 12.4%
Environmental Scientists and Specialists	110 24.7%	1160 29.7%	200 17.6%	10200 10.7%
Farm and Home Management Advisors	20 29.4%	10 18.6%	40 19.4%	1200 10.2%
Farmers, Ranchers and other Agricultural Managers	3,630 25.3%	310 8.9%	1120 20.7%	-18100 -1.9%
Forest and Conservation Technicians	650 30.7%	40 5.4%	180 15.6%	-1900 -4.3%
Hydrologists	NA	110 21.1%	20 8.6%	500 6.9%
Life, Physical and Social Science Technicians, Other (includes precision ag and remote sensing technicians)	80 24.1%	150 12.2%	170 10.4%	5300 6.8%

Data from: <http://www.projectionscentral.com/Projections/LongTerm>

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	Estimates not available for the local region, but should reflect predictions at the state level.		
State	11.1-54.9% increase in related positions (see table 1)		The state of CA predicts a 35% increase in the number of soil and plant scientist positions between 2012 and 2024 (36 out of 100 on the list of the top fastest growing occupations in CA). http://www.labormarketinfo.edd.ca.gov/OccGuides/Search.aspx

			CA also estimates a 26.3% increase in the number of Environmental Technicians and a 16.7% increase in Agricultural and Food Science Technicians over this same time period.
Nation		-1.9 to 12.5% increase in related positions across the US *(see table 1)	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The job outlook for graduates in the Water Science and Management major is strong, supporting increased enrollments. In 2015, USDA reported that opportunities in food, agriculture, renewable natural resources and the environment will grow more than 5% between 2015 and 2020 for graduates with at least a BS degree. The expected number of graduates trained in agricultural fields (35,400 per year) is lower than the expected number of annual openings (57,900). About 27% of the openings are expected to be in the science, technology, engineering and mathematics (STEM) fields targeted by the major. Within STEM fields, the strongest job markets will be for plant scientists, food scientists, sustainable biomaterials specialists, water resources scientists and engineers, precision agriculture specialists, and farm-animal veterinarians (USDA, 2015). Students in the B.S.S.W.S. program will receive the course work and experience required to work within several of these areas (water resources scientists and engineers and precision agriculture specialists).

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

This major will target full-time students interested in working in careers that include protection and monitoring of soil and water quality, soil and water conservation, irrigation, waste water, and watershed management, precision agriculture and farming. Enrollments in the ESS and ASM majors are stable and efforts will be made to increase enrollments. The WSM major is filling a gap as UI does not currently offer a major in water management at the undergraduate level. Evidence of growing student interest in the Water Science and Management major includes:

- 1) Growth in the MS and PhD program in water resources, which currently has 35 students (9 new students in Fall 2016) indicates greater interest in water resources.
- 2) Enrollments (27 to 29 students between 2010 and 2013) in ecohydrology and environmental engineering tracks within the BAE degree. These tracks both had strong water components and are no longer active.
- 3) Growing attention focused on water shortages for food production, conservation of water resources and competing uses of water under drought within Idaho and the larger western US.

In general, we anticipate additional growth in undergraduate enrollment across The SWS majors due to 1) enhanced visibility of programs, 2) a new, more integrated approach to the study of soil and water resources and 3) expected growth in the job market (Table 1). The degree is not expected to compete with existing undergraduate degrees since we do not currently offer a water-related degree at the BS level. Water Resources, Hydrology and Civil Engineering offer water-related training, but only at the graduate level.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Agricultural production is an important component of Idaho's economy. At the same time demand for food crops is increasing, agricultural producers are experiencing increased competition for land, energy and water, and being asked to reduce negative environmental impacts of farming. Documented declines in water availability and reallocation of water resources to non-agricultural uses are evidence of overuse of a resource that is essential to meeting the growing demand for food and keeping Idaho agriculture profitable.

This program will produce graduates that understand the critical importance of using science to better manage agricultural water. These graduates will fill critical roles in the agricultural industry, research facilities and state and federal agencies.

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

Production of graduates trained to work on more efficient water use/systems should translate to greater water and food security in the future.

- e. **If Associate's degree, transferability:**

Not applicable.

- 3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

While one or two water resource type courses are required or optional in several majors offered within the College of Natural Resources (Ecology and Conservation Biology, Environmental Science, Fishery Resources, and Forest Resources and Rangeland Management), no water majors are currently offered at the BS level at UI. Boise State does offer a hydrology emphasis under their BS in Geosciences, which is designed to prepare students for careers as hydrologists, geoscientists, and environmental scientists. Other, neighboring states commonly offer emphasis areas or minors in water resources. These programs do not have the strong influence of agriculture.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State	Hydrology	BS Geosciences

	emphasis	Prepares students for careers as hydrologists, geoscientists, environmental scientists, strong geology influence

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Water Resources Engineering specialization	BS Civil Engineering Study of technologies that supply water.
Oregon State University	Specialization in Environmental Water Resources	BS Environmental Science- This specialization is designed to give students a foundation in the science of water while also examining the application of water policy in different settings.
Montana State University	Water Resources Minor	BS Earth Sciences Designed to allow students from any major to explore water. Offers biophysical and social science courses.

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public 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.
- A. Environmental Soil Science- existing program that is unique within the state.
 - B. Agricultural Systems Management- existing program with strong enrollment that serves a specific audience interested in applied agricultural production.
 - C. Water Science and Management

The new Water Science and Management major is distinct from the emphasis area in Hydrology offered at Boise State and the Civil Engineering degree offered at UI. The Boise State emphasis area is focused in the geosciences, the proposed new major will be more reflective of the discontinued track in ecohydrology and water management associated with food production. Building off required coursework in soil ecosystems, soil fertility, and plant science/ecology not required in a water-focused civil engineering degree, the breadth of the major offered in this curriculum allows students to develop strong expertise in managing water in complex ecosystems including agriculture, forestry, and rangeland. The degree includes additional math and GIS-based mapping requirements to ensure that graduates have the ability to be successful in job roles such as

quantitative hydrologist, and irrigation, precision agriculture, and watershed management technicians.

5. Describe how this request supports the institution’s vision and/or strategic plan.

All three majors under the SWS bachelors will support the University of Idaho’s strategic plan.

Goal	Objective	SWS’s contribution
Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships	SWS is an integrated major including elements of soil science, water science and agricultural mechanics. Students will be presented with concepts through the viewpoints of these three disciplines and will graduate with increased ability to tackle interdisciplinary problems. Students in each of the majors will be encouraged to conduct research in the faculty laboratories and produce scholarly works. The culture of the SWS Department is to employ undergraduate students in the laboratory. This provides hands-on training and experience and excites students to conduct independent research.
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
Increase our educational impact	Provide greater access to educational opportunities to meet the evolving needs of society	This proposal will create a new major to meet the needs of students who are increasingly aware of environmental resource issues surrounding food production. The degree will attract students who would have previously gone out of state to receive this training. Faculty responsible for SWS courses will continually assess, revise and improve our courses and overall program to ensure innovation and evolution.
	Foster educational excellence via curricular innovation and evolution	
	Create and inclusive learning environment that encourages students to take an active role in their student experience	
Foster an inclusive, diverse community of students, faculty and staff and improve	Build an inclusive, diverse community that welcomes multicultural and international perspectives	SWS faculty represent four different countries and approximately 19% female. Building diversity will be a key goal and our approach will be student-centered to enrich the experience for all students. The program includes two student clubs that all students will be encouraged to participate in,
	Enhance the	

cohesion and morale	University of Idaho's ability to compete for and retain outstanding scholars and skilled staff	helping to develop a cohesive culture of inclusion. Annual assessment interviews with students will improve retention and student satisfaction. The integrated approach to teaching within the SWS program is an efficient manner, which will allow students to access a new major while keeping costs as low as possible.
	Improve efficiency, transparency and communication	

6. 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.

- A. Environmental Soil Science- Existing program with established learning outcomes
- B. Agricultural Systems Management- Existing program with established learning outcomes
- C. Water Science and Management

This program will not require specialized accreditation. Internally, the program will be monitored using the same protocols applied to the existing majors. Exit interviews with undergraduate students will be conducted and responses recorded. Students will be strongly encouraged to complete advising evaluations. Teaching evaluations will be reviewed by the department head and peer-teaching evaluations will be completed each year. An experienced faculty member will serve as the academic advisor to students in the program and will utilize advising appointments to gather informal student feedback regarding courses, internships and overall satisfaction with the program. The program will also be reviewed periodically with the established advisory committees at the department and college level. Learning outcomes will be established following the procedure currently utilized across UI programs.

7. 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 B.**

Not applicable to this request.

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
 Yes _____ No X

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

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

Yes _____ No X

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. Describe why the proposed program is not on the institution's five-year plan.** When did consideration of and planning for the new program begin?

This request is prompted by the 2014-15 Phase II Program Prioritization Process at the University of Idaho and by 2016 changes in leadership at the College of Agricultural and Life Sciences (CALs). The program prioritization process resulted in major restructuring of the existing Biological and Agricultural Engineering department that included a major change in curriculum, a name change to Biological Engineering, and a move from the College of Agriculture to the College of Engineering. The curriculum change and major refocus on biological engineering effectively eliminated option areas in agricultural engineering and ecohydrology. The primary faculty in these water and agricultural engineering fields remaining in CALs are a very small unit (5 members) and the existing ASM major does not cover these areas. This proposal will create a new, integrated major in water science and management, which will complement the existing majors in ESS and ASM. The major was conceived due to the recent changes associated with the program prioritization process and during a time when drastic changes were occurring with CALs and UI administration. Due to timing, therefore, the program was not added to the five-year plan.

- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Delaying this major will result in the potential loss of undergraduate students interested in water science and water management related to agricultural production. The closest related degree (ecohydrology and agricultural engineering tracks of the BAE degree) was terminated in 2014. With the major technological advances in agriculture and issues such as water availability, the job market for agricultural and water related graduates is strong. It is becoming more widely recognized that resilient and sustainable crop production requires an integrated understanding of the effect of management practices on water use and availability in the soil ecosystem. With the existing core faculty from the BAE department and the existing soils faculty there is a great opportunity to start a unique, highly attractive and competitive water science major. The longer we do not have a water major available at the undergraduate level, the more difficult it will be to gain a reputation in this growing field. The new major is also a result of a new department focused on soil and water (paperwork being submitted in Oct. 2016). Faculty in the new department are prepared and excited to offer the new major now.

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The SWS department will be responsible for training soil and

water scientists, technicians, conservationists, farmers and other agricultural professionals. The water science and management major is specifically designed to meet a large and growing need within the state and nation for well-trained professionals able to work in areas related to water. The dryland and irrigated agricultural systems so important to Idaho's economy are constrained by water availability. Education and training of more water professionals is required to meet the growing demand for food and fiber crops in a sustainable manner, ensuring food and water security.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

While the faculty and administration will actively work with development, and the writing of external grants, funding is not required to begin the academic program (beyond what is required to create the new department of soil and water systems). Once established the major will be supported through traditional funding practices and budgets through the CALS.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

There is no contractual obligation, however, stakeholders (Soil and Water Conservation Districts and Commodity Commissions for example) are in support of a more focused treatment of soil and water resources.

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

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

Summary of program requirements for the new Water Science and Management major (complete curriculum is attached).

Credit hours in required courses offered by the department (s) offering the program.	22
Credit hours in required courses offered by other departments:	71
Credit hours in institutional general education curriculum	41 including senior experience (22 of these credits can be satisfied by taking courses required within the major)
Credit hours in free electives	16

Total credit hours required for degree program:	128
---	-----

- b. 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.

Students will be required to take the senior experience course *Pesticides in the Environment*. This class includes an interdisciplinary treatment of the movement and degradation of pesticides and is team taught by faculty in three different disciplines.

11. Program Intended 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 will students know, be able to do, and value or appreciate as a result of completing the program.

- A. Environmental Soil Science- learning outcomes already exist
- B. Agricultural Systems Management- learning outcomes already exist
- C. Water Science and Management

Development of the ability to apply scientific principles to the management and conservation of water in agricultural, domestic and wildland environments.

Ability to assess the sustainability of agricultural systems from a water standpoint, applying economic, social and natural-resource related criteria.

Understanding of the roles and responsibilities of water professionals in society

Ability to effectively communicate science-based data to a variety of audiences

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

All three majors will be assessed following the established protocols at the University of Idaho. Assessment has been conducted on the Soil and Land Use emphasis area and ASM major and these methods and past findings will be transferred to the new department. Along with the majors in ESS and ASM, the WSM major will be assessed on an annual basis, following the required procedures currently in use. Exit interviews, online surveys, and peer and student evaluations of teaching will be utilized.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

We anticipate that the Department of Soil and Water Systems (which does not yet exist and so does not yet have an administrative structure) will include a departmental faculty Curriculum Committee

that will be charged with interpretation of annual Learning Outcome metrics for all SWS instructional programs and that will recommend specific policy for consideration and implementation by the department chair. Focus also will be on curricular and co-curricular changes (such as simplification of the curriculum and consideration of how our course requirements can allow for double-majors from other UI departments and colleges). An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate enrollment.

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

A. Environmental Soil Science

Direct Benchmarks:

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships; numbers of students participating in clubs/organizations and service learning; passing scores of the professional soil scientist exam.

Indirect Benchmarks:

Student internship reporting, including feedback from both student and employer; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

Indirect Benchmarks:

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations and opportunities for service learning.

B. Agricultural Systems Management

Direct Benchmarks:

Alumni surveys (2 and 5 years following graduation), placement data for graduates, advisory board evaluation of curriculum.

Indirect Measure Process:

Student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

Face-to-Face Measures:

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

Face-to-Face measures:

Student exit interviews.

C. Water Science and Management

Direct measurements:

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience

Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning.

Indirect measures:

Student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

Face-to-face measures:

Student comments during annual focus group discussions; results of exit interviews, quality of student project in senior experience project.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Following the standard, UI procedure, data on the metrics will be gathered during the fall and spring semesters (Sept-May). Findings will be available to faculty to view in April and May. Faculty will meet to discuss the findings between May and early Sept. These meetings will be used to determine appropriate changes and actions. Any changes to the learning outcomes and metrics will be reported.

Enrollments and Graduates

- 13. **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.

Current enrollment and numbers of graduates for the hydrology emphasis area under the BS in Geosciences at Boise State University.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY16 (most recent)	FY12	FY13	FY14	FY15 (most recent)
BSU				33	8	2	7	6
ISU								
UI								
LCSC								

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Water Science and Management											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY_17 (first year)	FY_18	FY_19	FY_20	FY_21	FY_22	FY_17(fi rst year)	FY_18	FY_19	FY_20	FY_21	FY_22
1	5	15	20	25	30	0	0	1	5	6	7

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The numbers in the table above reflect the number of students in the ecohydrology and environmental engineering tracks of the discontinued BAE degree along with the enrollment trends for the hydrology emphasis area at BSU. Currently, we have the capacity required to handle the expected enrollments. If enrollments exceed our expectations, more sections of our classes will need to be offered and additional support will be required.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Minimum enrollment in the Water Science and Management track will be set at nine students. We consider this to be critical mass. Together with students from the Environmental Soil Science and Agricultural Systems Management majors, we expect the degree to average approximately 80-100 students after the first four years.

Resources Required for Implementation – fiscal impact and budget

- 17. Physical Resources.**

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.
 - A. Environmental Soil Science – existing program with existing teaching facilities.
 - B. Agricultural Systems Management – existing program with existing teaching facilities
 - C. Water Science and Management – it is anticipated that this program will share existing teaching space with the ASM program in JML and ESS in the Iddings Agricultural Sciences building. Teaching budgets supplied by CALS for all programs

- 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?

At this point, no new courses are being added for the new major. This will reduce the need for space and other resources. If new courses are added in the future, space will be shared with the ESS and ASM majors.

- 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.

No additional resources are required to support the new major since no new courses are being added.

18. Library 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.

Currently the Water Resources program is working closely with the UI library to increase access to water-related journals. Journals and other resources adequate for the Water Resources (MS and PhD only) should be suitable for students in the new major. A faculty member associated with the new degree will work with the Water Resources director to ensure that all needs are met.

- 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.

None should be required above those currently being requested by the Water Resources program.

19. 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?

No new courses or sections should be necessary within the first 4-5 years of the program. Should enrollments exceed our expectations, additional sections of ASM 305 and 315 will likely be required. This will require, ideally, additional computers and a graduate student teaching assistant stipend.

- 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.

The general mechanisms used to fund academic programs within CALS will be suitable to support this new major. Classroom space is currently available in JML. Faculty and instructors are available and currently teaching the required courses.

- 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?

The courses required for this degree have always been required within the ESS and ASM majors. In addition, most of the classes were required within the terminated Ecohydrology and Agricultural Engineering tracks. For these reasons, we do not anticipate a negative impact on any existing program. As stated earlier, if the student numbers expand beyond our expectations, ASM 305 and 315 will likely have to be expanded by an additional section and supplemented with a teaching assistant.

- 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.

The proposed new major does not require additional courses. If student numbers exceed our projections, a graduate student teaching assistantship will be required. Any open/opening faculty positions will need to be replaced to cover the existing courses.

20. Revenue Sources

- 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?

Funding that currently supports the courses included in this proposal is already in existence and currently allocated to the existing units (Soil and Land Resources and Agricultural Systems Management).

- 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.

Not applicable.

- 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?

Not applicable.

- 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?

Not applicable.

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.

There will be no change to existing laboratory fees, which are required in several Environmental Soil Science and Agricultural Systems Management courses.

- 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.

Not applicable.

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

Note: The shifting enrollment headcounts contained in the budget templates that follow are based on current undergraduate and graduate student enrollments and an anticipated annual enrollment increase of 5%.

- 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).

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

	FY 17		FY 18		FY 19		FY 20	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments				99		104		
B. Shifting enrollments		94						
Total Enrollment	\$0	94	0	99	0	104	0	0

II. REVENUE

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$1,336,800		\$1,218,450		\$1,242,120		\$1,287,364	
3. Federal	\$598,434		\$598,434		\$598,434		\$598,434	
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	\$2,801		\$2,801		\$2,801		\$2,801	
6. Other (i.e., Gifts)		\$31,384.00						
Total Revenue	\$1,938,035	\$31,384	\$1,819,685	\$0	\$1,843,355	\$0	\$1,888,599	\$0

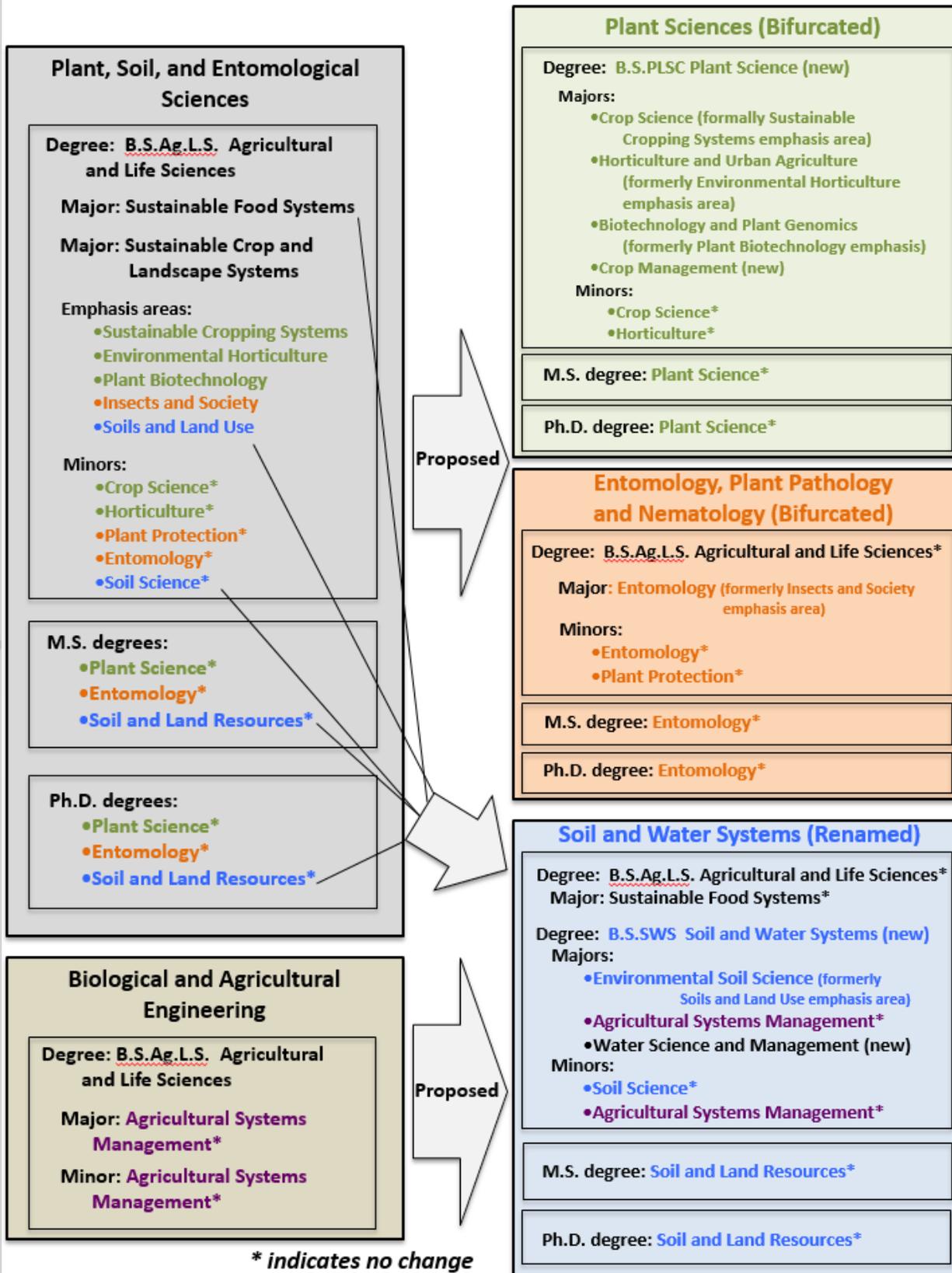
Ongoing is defined as ongoing operating budget for the program which will become part of the base.

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

III. EXPENDITURES

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	12							
2. Faculty	\$677,956		\$698,294.7		\$ 698,294.7		\$719,243.52	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants	\$190,504		\$190,504		\$190,504		\$190,504	
5. Research Personnel	\$156,750							
6. Directors/Administrators	\$150,000		\$154,500.0		\$ 159,135.0		\$163,909.05	
7. Administrative Support Personnel	\$40,000		\$ 41,200.0		\$ 42,436.0		\$ 43,709.08	
8. Fringe Benefits	\$300,494		\$309,509.0		\$ 318,794.3		\$328,358.08	
9. Other:								
Total Personnel and Costs	\$1,515,704	\$0	\$1,394,008	\$0	\$1,409,164	\$0	\$1,445,724	\$0

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right), and Soil and Water Systems (blue box, right).



and Soil and Water Systems (blue box, right).

APPENDIX #2. Course requirements for the proposed majors.

Courses required in all majors in the Department of Soil and Water Systems

ASM 315 Irrigation Systems and Water Management	3 cr
COMM 101 Fundamentals of Public Speaking	2 cr
GEOG 385 GIS Primer	3 cr
MATH 143 Pre-calculus Algebra and Analytic Geometry	3 cr
SOIL 205 The Soil Ecosystem	3 cr
SOIL 206 The Soil Ecosystem Lab	1 cr
SOIL 438 Pesticides in the Environment	3 cr
STAT 251 Statistical Methods	3 cr

One of the following (3 cr):

AGED 406 Exploring International Agriculture	3 cr
SOC 350 Food, Culture, and Society	3 cr

One of the following (3 cr):

ENGL 313 Business Writing	3 cr
ENGL 317 Technical Writing	3 cr

One of the following (3 cr):

PLSC 102 The Science of Plants in Agriculture	3 cr
REM 221/FOR 221 Ecology	3 cr

Agricultural Systems Management (B.S.S.W.S.)

Required course work includes the university requirements (see regulation J-3), the Department of Soil and Water Systems core and the following:

ACCT 201 Introduction to Financial Accounting	3 cr
ACCT 202 Introduction to Managerial Accounting	3 cr
AGEC 278 Farm and Agribusiness Management	4 cr
AGEC 289 Agricultural Markets and Prices	3 cr
AGEC 356 Agricultural and Rural Policy	3 cr
ASM 107 Beginning Welding	2 cr
ASM 112 Introduction to Agricultural Systems Management	3 cr
ASM 200 Seminar	1 cr
ASM 202 Agricultural Shop Practices	2 cr
ASM 305 GPS and Precision Agriculture	3 cr
ASM 331 Electric Power Systems for Agriculture	3 cr
ASM 409 Agricultural Tractors, Power Units and Machinery Management	4 cr
ASM 412 Agricultural Safety and Health	2 cr
ASM 433 Agricultural Processing Systems	3 cr
BUS 190 Integrated Business and Value Creation	3 cr
BLAW 265 Legal Environment of Business	3 cr
BIOL 102 Biology and Society	3 cr
BIOL 102L Biology and Society Lab	1 cr
ECON 202 Principles of Microeconomics	3 cr

One of the following (4 cr):

CHEM 101 Introduction to Chemistry I	4 cr
CHEM 111 Principles of Chemistry I	4 cr

One of the following (4 cr):

PHYS 100, 100L Fundamentals of Physics and Lab	4 cr
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PHYS 111, 111L General Physics I and Lab	4 cr
PHYS 211, 211L Engineering Physics I and Lab	4 cr
AGEC Elective - Upper Division	3 cr
Agricultural and Technical Electives	10 cr
Life Science Elective	3 cr

Courses to total 128 credits for this degree

Environmental Soil Science (B.S.S.W.S.)

Required course work includes the university requirements (see regulation J-3), the Department of Soil and Water Systems core and the following:

CHEM 111 Principles of Chemistry I	4 cr
CHEM 112 Principles of Chemistry II	5 cr
BIOL 115 Cells and the Evolution of Life	3 cr
BIOL 115L Cells and the Evolution of Life Laboratory	1 cr
BIOL 250 General Microbiology	3 cr
BIOL 255 General Microbiology Lab	2 cr
GEOL 111 Physical Geology for Science Majors	3 cr
PHYS 111 General Physics I	3 cr
PHYS 111L General Physics I Lab	1 cr
PHYS 112 General Physics II	3 cr
PHYS 112L General Physics II Lab	1 cr
SOIL 400 Seminar	1 cr
SOIL 415 Soil and Environmental Physics	3 cr
SOIL 422 Environmental Soil Chemistry	3 cr
SOIL 446 Soil Fertility	3 cr
SOIL 454 Pedology	3 cr
SOIL 425 Microbial Ecology	3 cr
SOIL 499 Directed Study	1 cr

One of the following (4 cr):

BIOL 213 Principles of Biological Structure and Function	4 cr
PLSC 205 General Botany	4 cr

One of the following (3 cr):

CHEM 275 Carbon Compounds	3 cr
CHEM 277 Organic Chemistry I	3 cr

One of the following (1 cr):

GEOL 111L Physical Geology for Science Majors Lab	1 cr
GEOL 101L Physical Geology Lab	1 cr

One of the following (4 cr):

MATH 160 Survey of Calculus	4 cr
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MATH 170 Analytic Geometry and Calculus I

4 cr

Courses to total 128 credits for this degree**Water Science and Management (B.S.S.W.S.)**

Required course work includes the university requirements (see regulation J-3), the Department of Soil and Water Systems core and the following:

CHEM 111 Principles of Chemistry I	4 cr
CHEM 112 Principles of Chemistry II	5 cr
MATH 170 Analytic Geometry and Calculus I	4 cr
MATH 175 Analytic Geometry and Calculus II	4 cr
BIOL 115 Cells and the Evolution of Life	3 cr
BIOL 115L Cells and the Evolution of Life Laboratory	1 cr
GEOL 111 Physical Geology for Science Majors	3 cr
PHYS 111 General Physics I	3 cr
PHYS 111L General Physics I Lab	1 cr
PHYS 112 General Physics II	3 cr
PHYS 112L General Physics II Lab	1 cr
SOIL 415 Soil and Environmental Physics	3 cr
SOIL 422 Environmental Soil Chemistry	3 cr
SOIL 446 Soil Fertility	3 cr
ASM 305 GPS and Precision Agriculture	3 cr
BE 450 Environmental Hydrology	3 cr
BE 452 Environmental Water Quality	3 cr
GEOL 309 Ground Water Hydrology	3 cr

One of the following (1 cr):

GEOL 111L Physical Geology for Science Majors Lab	1 cr
GEOL 101L Physical Geology Lab	1 cr

One of the following (3 cr):

HYDR 409 Quantitative Hydrogeology	3 cr
HYDR 412 Environmental Hydrogeology	3 cr
HYDR 414 Ground Water-Surface Water Interaction	3 cr

One of the following (3 cr):

FOR 326 Fire Ecology and Management	3 cr
FOR 462 Watershed Science and Management	3 cr

One of the following (3 cr):

GEOG 475 Intermediate GIS	3 cr
GEOG 424 Hydrologic Applications of GIS and Remote Sensing	3 cr
FOR 472 Remote Sensing of the Environment	3 cr

Courses to total 128 credits for this degree

Idaho State Board of Education

Proposal for Instructional and Administrative Units

Date of Proposal Submission:	11 Oct 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Department of Plant, Soil and Entomological Sciences

Title of Proposed Unit	Department of Entomology, Plant Pathology and Nematology Department of Plant Sciences
Proposed Implementation Date:	1 July 2017

Indicate whether this request is either of the following:

New Administrative Unit

New Instructional Unit

College Dean (Institution)	Date
Graduate Dean (as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (as applicable)	Date
Academic Affairs Program Manager	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

1. What are the goals and objectives for the new unit?

This request is to bifurcate the Department of Plant, Soil and Entomological Sciences (PSES) and create a Department of Entomology, Plant Pathology and Nematology (EPPN) and a Department of Plant Sciences (PLSC). The Department of Entomology, Plant Pathology and Nematology will house 16 current faculty and their scientific support staff now housed in PSES, College of Agricultural and Life Sciences, University of Idaho, who together deliver research, extension and undergraduate/graduate teaching programs focused on insects and their relatives, plant pathogens and diseases, and nematodes. These 16 faculty include all the current members of the PSES Division of Entomology as well as plant pathology and nematology faculty now in the PSES Division of Plant Science North and the PSES Division of Plant South. It is possible that UI faculty who likewise share professional interests in insects, plant pathogens and nematodes but who are not currently in CALS also might find a home in EPPN. The Department of Plant Sciences will house 26 current faculty and their scientific support staff now housed in PSES, who also deliver research, extension and undergraduate/graduate teaching programs focused on plant biotechnology, horticulture, crop science, weed science, and agronomy.

We note as background that our current unit, PSES, was created in response to a state financial crisis during 1982 by consolidating the Department of Entomology and the Department of Plant and Soil Sciences into PSES. For more than three decades this merged structure facilitated collaborative interdisciplinary research, teaching and extension programming, but arguably at a cost to the component subject-matter disciplines. PSES once included a Division of Plant Pathology that was lost to fiscal consolidation approximately 15 years ago, and the 17 faculty who in 1982 comprised the Department of Entomology now exist as an 8-faculty Division of Entomology within PSES. It should be noted that while the 1982 reorganization was intended to reduce administrative costs by reducing from 2.0 FTE Department Head to 1.0 FTE Department Head, the resulting PSES department proved so complex disciplinarily and geographically (currently 50 faculty and 60 professional staff located at five off-campus sites across southern Idaho and on-campus in Moscow) that governance since 1987 has required 2.0 FTE allocated as 1.0 FTE Department Head and four Division Chairs at 0.25 FTE each.

Our faculty colleagues in the PSES Division of Soil and Land Resources have made a strong case to move from PSES and merge with faculty remaining in the CALS Department of Biological and Agricultural Engineering (BAE) to form a proposed Department of Soil and Water Systems (SWS). This situation affords us opportunity – if not the mandate – to reorganize PSES in ways that we all can better contribute to the goals of the UI Strategic Plan by growing our discipline programs while continuing current interdisciplinary programs. The status quo approach would leave an incongruent unit of 8 entomology faculty and 33 plant science faculty whose reason for existing as a single department largely would be bureaucratic rather than shared programming priorities founded on a culture of common mission. A diagrammatic overview of the proposed restructuring of PSES and the remainder of BAE is shown in Appendix #1.

By definition, plant scientists study plants and so together comprise a logical academic unit. Indeed, most Land Grant Universities include a Department of Plant Science, and the particular focus of PSES Plant Science faculty on production agriculture and horticulture especially argues for such a unit. In contrast, entomology, plant pathology and nematology are closely aligned in common missions and research focus. Likewise, the scholarship missions of

PSES plant pathologists and entomologists notably intersect in basic and applied studies.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

As current faculty in PSES, we already are aligned with and we will continue to support the Land Grant missions of the University of Idaho through statewide programs of research, extension and teaching. Our research and extension programs in agronomic crops (especially barley, dry peas, potatoes, sugarbeets, wheat, and specialty crops such as onions, hops and mint) annually deliver significant economic impact to agriculture, Idaho's single-most important industry.

PSES currently offers graduate and undergraduate programs in Entomology and Plant Science and EPPN and PLSC will continue to offer these programs. EPPN will continue the M.S. and Ph.D. programs in Entomology without change. EPPN also will continue without change the undergraduate Minor in Entomology and the undergraduate Minor in Plant Protection; the former now is offered by PSES Division of Entomology and the latter is jointly offered by PSES Division of Entomology and PSES Division of Plant Science North. EPPN will continue the undergraduate program in Entomology under the existing degree B.S. Agricultural and Life Sciences but will be petitioning on a separate SBOE form to elevate that program to a major in Entomology from current status as Emphasis Area (Insects and Society within our major, Sustainable Crop and Landscape Systems. Our faculty likewise will continue to teach courses in entomology (course prefix ENT) and plant pathology (currently course prefix PLSC), including a Senior Experience Course required of the CALS B.S. Agricultural and Life Science.

Plant Sciences will continue the M.S. and Ph.D. programs in Plant Science without change, thus there are no SBOE Policy III.Z. changes either. In addition, PLSC will continue without change the undergraduate Minors in Crop Science and Horticulture; both are now offered by PSES Division of Plant Science. Plant Sciences will continue the undergraduate program in Plant Science under a new B.S. degree (B.S. Plant Science), and PLSC will be petitioning on a second SBOE form to elevate Crop Science (formally Sustainable Cropping Systems emphasis area); Horticulture and Urban Agriculture (formerly Environmental Horticulture emphasis area); and Biotechnology and Plant Genomics (formerly Plant Biotechnology emphasis area) to majors under the new B.S. degree. Plant Science is also petitioning to establish a new Major: Crop Management on a second SBOE form in the new Plant Sciences department.

The bifurcation of PSES and the establishment of EPPN and PLSC as separate departments will enhance our ability to contribute to two UI Strategic Goals:

#1. Increase research excellence and productivity and contribute to UI Strategic Goal of becoming a Carnegie Highest Research Activity (R1) Institution

EPPN will be a strong research department whose 7.6 FTE faculty research assignment during 2015 generated more than \$12.3 million in new and continuing competitively awarded grants and produced 37 scholarly peer-refereed research papers. As a single academic department, EPPN would be better positioned to increase numbers of Ph.D. students in the cross-

discipline area of arthropods as vectors of plant pathogens by leveraging collaborations between our disciplines for barley yellow dwarf virus and cereal aphids, zebra chip disease of potatoes and potato psyllids, and dry pea virus diseases and pea aphids.

A new faculty hire that will begin May 2017 will allow us to expand our research expertise in vector:pathogen:host interactions to include animal pathogens and opens the door to NIH and NSF funding that is not now part of our grant portfolio. EPPN will submit a separate request in the future to create new M.S. and Ph.D. graduate programs in Plant Pathology.

PLSC will be a strong research department with 26 faculty accounting for 16.14 FTE faculty research assignment during 2015 who generated approximately \$3.6 million of spending authority in new and continuing competitively awarded grants and produced 54 scholarly peer-refereed research papers. As a single academic department, PLSC would be better positioned to recruit increased numbers of students in the cross-discipline areas of Crop Production, Horticulture and Urban Agriculture, Biotechnology and Plant Genomics, and Crop Management.

#2. Expand undergraduate enrollment

The visibility and viability of the current undergraduate degree program in PSES will be enhanced in two new ways by bifurcating into EPPN and PLSC by: (1) leveraging subject-matter expertise among plant science as well as plant pathology and entomology faculty who together can offer new team-taught courses with common learning objectives; and (2) elevating the current undergraduate emphasis areas to the status of undergraduate major in Entomology for EPPN to be offered in the future under a new B.S. Degree, Agricultural Biology and Ecology (not yet petitioned) and the emphasis areas Crop Science (formerly Sustainable Cropping Systems); Horticulture and Urban Agriculture (formerly Environmental Horticulture); and Biotechnology and Plant Genomics (formerly Plant Biotechnology) to majors under the new B.S. degree: Plant Science as well as establish a new major, Crop Management, in the Department of Plant Sciences.

3. What is the demand for the unit's services? What population will the unit serve?

This bifurcation request can be viewed in part as a reorganization of existing PSES research, extension and teaching programs that now exist because of the demand for those programs. The target audience of our current research and extension programs includes virtually any Idahoan who makes decisions about plants, managing insects, plant pathogens and nematodes as pests, as well as conserving and protecting those organisms as beneficial species. Demand for services is validated by the consistent and significant support afforded EPPN and PLSC faculty by competitive awards from Idaho commodity commissions. Demand likewise can be judged by the many thousands of Idahoans statewide who chose to participate each year in the hundreds of hours of on-site seminars, workshops, field clinics and similar Extension events now delivered by PSES (proposed EPPN and PLSC) faculty. As is true for any UI faculty, we also serve our professional peers regionally, nationally and internationally by advancing the sciences of entomology, plant pathology, plant science, weed science, crop science, horticulture, nematology and allied disciplines through our scholarly publications and oral presentations.

Both EPPN and PLSC will continue to serve the students at the University of Idaho and provide educational options for prospective students within the state of Idaho and beyond. Within EPPN an increase in the enrollment numbers of students in the undergraduate program in entomology is expected. As noted in Question #2, EPPN would be unique regionally by offering such a major. At a minimum, EPPN can eliminate the current organizational constraints that make it difficult for prospective students to even know the entomology program exists. Plant pathology currently does not exist at UI as an undergraduate or graduate program. EPPN plans to submit a request to create a second undergraduate major, Integrated Plant Health, and a departmental B.S. Degree in Agricultural Biology and Ecology (to be proposed on the next five year-plan update). Integrated Plant Health will be a cross-disciplinary major that prepares students for careers in Plant Health through a curriculum that spans entomology, plant pathology, nematology and weeds. No similar major is offered by our Pacific Northwest and Intermountain West Land-Grant peers. EPPN also plans to submit a request to create a MS and PhD. Degree program in Plant Pathology (to be proposed on the next five-year plan update). The need for graduate education in Plant Pathology at the University of Idaho is exemplified by the recent hires of a Plant diagnostician at the Parma Research and Extension Station, and a Seed Potato Specialist at Idaho Falls Research and Extension Center. These reflect the needs of a large Idaho agricultural industry and their continued need for Plant Pathology expertise.

The members of PLSC expect that there will continue to be a large enrollment in the undergraduate and graduate programs for Plant Science. It is expected with the establishment of the undergraduate Integrated Plant Health major (to be proposed) in EPPN that undergraduate numbers will increase with students seeking double majors across the two departments. The improved visibility of the PLSC graduate programs will also serve to more effectively recruit additional students to the graduate program.

4. Describe the proposed unit's organizational structure.

EPPN:

Administration will consist of a Department Chair to be selected from within the EPPN faculty and serving a fixed 3- to 5-year term following procedures of yet-to-be-determined EPPN Bylaws. The Chair will carry an ~0.80 Administrative responsibility and 0.20 teaching, research or extension responsibility as appropriate to maintain elements of an active scholarship program. A full-time staff Office Manager will report to the Chair. This will not be a new position but will be an internal reallocation within CALS to EPPN.

The following 16 current PSES faculty and their scientific support staff will comprise the faculty and staff of the Department of Entomology, Plant Pathology and Nematology:

Faculty Name	Current PSES		Responsibility (% Current Position)				Professional Rank	Tenured
	Division	Location	Teaching	Research	Extension	Other		
Barbour	Entomology	Parma R&E Center	4	25	25	46	Professor	yes
Bechinski	Entomology	Moscow Campus	25	0	55	20	Professor	yes
Bosque-Perez	Entomology	Moscow Campus	16	70	0	14	Professor	yes
Cook	Entomology	Moscow Campus	21	69	5	5	Professor	yes
Dandurand	Plant Science	Moscow Campus	6	64	10	20	Assistant	no

	North						Prof.	
Eigenbrode	Entomology	Moscow Campus	10	70	0	20	Professor	yes
Hafez	Plant Science South	Parma R&E Center	3	22	25	50	Professor	yes
Karasev	Plant Science North	Moscow Campus	20	73	2		Professor	yes
Kinser	Plant Science South	Aberdeen R&E Center	0	25	75		Assistant Prof.	no
Marshall	Plant Science South	Aberdeen R&E Center Idaho Falls R&E Center	2	35	53		Associate Prof.	yes
Rashed	Entomology	Aberdeen R&E Center	5	55	35		Assistant Prof.	no
B. Schroeder	Plant Science North	Moscow Campus	27	71	0		Associate Prof.	no
Schwarzlaender	Entomology	Moscow Campus	10	57	28		Professor	yes
Wenninger	Entomology	Kimberly R&E C	4	55	38		Associate Prof.	yes
Wharton	Plant Science South	Aberdeen R&E Center	1	85	13		Associate Prof.	yes
Woodhall	Plant Science South	Parma R&E Center	1	30	68		Assistant Prof.	no

PLSC:

Administration will consist of a Department Chair to be selected from within the PLSC faculty and serving a fixed 3- to 5-year term following procedures of yet-to-be-determined PLSC Byaws. The chair will carry an ~0.80 Administrative responsibility and 0.20 teaching, research or extension responsibility as appropriate to maintain elements of an active scholarship program. A full-time staff Office Manager will report to the Chair. This will not be a new position but will be an internal reallocation within CALS to PLSC.

The following 26 current PSES faculty and their scientific support staff will comprise the faculty and staff of the Department of Plant Sciences:

Faculty Name	Current PSES		Responsibility (% Current Position)				Professional Rank	Tenured
	Division	Location	Teaching	Research	Extension	Other		
Brown	North	Moscow Campus	37	63	0	0	Professor	yes
Campbell	North	Moscow Campus	20	80	0	0	Instructional Associate	No
Caplan	North	Moscow Campus	19	81	0	0	Assoc. Prof.	yes
Chen	South	Aberdeen, R&E Center	0	100	0	0	Assoc. Prof.	yes
Fallahi	South	Parma, R&E Center	0	100	0	0	Professor	yes
Fu	North	Moscow Campus	20	80	0	0	Assist. Prof.	no
Hong	North	Moscow Campus	39	61	0	0	Assoc. Prof.	yes
Hutchinson	South	Aberdeen, R&E Center	0	35	65	0	Assoc. Prof.	yes

Kuhl	North	Moscow Campus	14.61	85.39	0	0	Assoc. Prof.	yes
Liang	South	Aberdeen, R&E Center	0	70	30	0	Assist. Prof.	no
Love	South	Aberdeen, R&E Center	0	65	65	0	Professor	yes
Ma	South	Moscow Campus	0	80	20	0	Assist. Prof.	no
Morishita	South	Kimberly, R&E Center		35	65	0	Professor	yes
Olsen	South	Kimberly, R&E Center	0	26	74	0	Professor	yes
Prather	North	Moscow Campus	0	26.67	73.33	0	Professor	yes
Rogers	South	Aberdeen, R&E Center	0	70	30	0	Assist. Prof.	no
Schroeder, K.	North	Moscow Campus	0	69	31	0	Assist. Prof.	no
Shafii	South	Moscow Campus	0	30	0	0	Professor	yes
Shewmaker	South	Kimberly, R&E Center	0	25	75	0	Professor	yes
Singh	South	Kimberly, R&E Center	0	100	0	0	Professor	yes
Stark	South	Aberdeen, R&E Center	1.88	91.54	6.58	0	Professor	yes
Thornton	South	Parma, R&E Center	0	69.99	30.01	0	Professor	yes
Tripepi	North	Moscow Campus	42.04	37.92	20.04	0	Professor	yes
Walsh	South	Parma, R&E Center	0	70	30	0	Assist. Prof.	no
Wang	South	Moscow Campus	13.13	86.87	0	0	Assist. Prof.	no
Xiao	North	Moscow Campus	31.58	68.42	0	0	Assoc. Prof.	yes

For both EPPN and PLSC the current staff members will stay with their current programs, and no loss of jobs will result from the proposed departmental changes

5. What targets have been set to assess the proposed unit's success in achieving objectives?

EPPN and PLSC targets will be the Performance Measures from the 2017-2019 Strategic Cascading Plans of the College of Agricultural and Life Sciences to Innovate, Engage and Transform. Baseline data of EPPN and PLSC faculty from 2014-15 will be used to assess growth towards July 2019 desired waypoints established by the College, with emphasis on undergraduate and graduate student enrollment, annual credit hours taught, terminal degrees awarded, research expenditures, and Extension contacts, publications and outcomes. It will be incumbent on the EPPN and PLSC Chairs to lead faculty and staff in a strategic planning process that refines these targets beyond the initial 3-year cycle; this will set the stage for a programmatic review per Question #6 that follows.

EPPN and PLSC undergraduate and graduate teaching programs annually will undergo internal faculty review by following established UI protocols for Learning Outcomes Assessment. The existing M.S. and Ph.D. Programs will be evaluated using the Outcomes, Tools, Procedures and Benchmarks

already in use; new procedures and metrics will be developed by EPPN and PLSC faculty during FY17 for the undergraduate majors and subsequently in FY18 for an anticipated undergraduate major in Integrated Plant Health as well as future M.S. and Ph.D. Programs in Plant Pathology.

6. Briefly describe the processes that will demonstrate the quality of the unit.

Four years after EPPN and PLSC establishment, and following an FY17 Strategic Planning Process, we anticipate a multi-day, many-site, external review across the breadth of departmental research, extension and teaching programs, to be conducted in the style of previous United State Department of Agriculture reviews by a team of outside subject-matter peers and internal UI CALS colleagues.

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

We will continue to serve local, state, regional, national and international audiences through our existing programs of extension, research and teaching. The following numeric highlights from the EPPN and PLSC faculty during 2015 are illustrative baseline data about our current target audiences and clientele:

EPPN faculty with Extension responsibilities (2.9 FTE Extension total) delivered last year nearly 200 on-site workshops, seminars, field days and related public outreach events that reached approximately 9100 Idahoans and citizens in adjoining states, including 557 Hispanics, 99 Native Americans, and 135 youth. Participants included the following: commercial producers and managers of agronomic field crops, horticultural food crops, landscape ornamentals; professionals who advise those producers and managers about pest management; green industry professionals and small acreage producers; Master Gardeners, County Extension Educators and state Specialists from the University of Idaho and surrounding states; private and commercial pesticide applicators who attended initial certification and recertification seminars necessary to maintain required licenses; local, state, and federal governmental agency personnel from ISDA and USDA; K-12 students, FFA and 4-H members; homeowners and their families. Our printed and online Extension publications reach 10,000 clientele and rank among the most popular titles in the CALS EdComm catalog.

EPPN faculty with research responsibilities (7.6 FTE research total) delivered last year 144 invited and submitted presentations about research progress to peer audiences at international, national, regional and state professional scientific meetings. As already noted, we generated more than \$12.3 million in new and continuing competitively awarded grants from state, regional and national funding agencies and they produced 37 scholarly peer-refereed research papers.

EPPN faculty with teaching and advising responsibilities (1.5 FTE teaching total) mentored as Major Professor 26 graduate students and 6 Post Doctoral Scientists during 2015. Our formal undergraduate program was limited to the Emphasis Area *Insects and Society*, as of 1 July 2016, 2 new Freshmen and 2 transfer students (from CSI and NIC) joined 2 continuing students in progress.

We will continue to serve local, state, regional, national and international audiences through our existing programs of extension, research and teaching. The following numeric highlights from the EPPN and PLSC faculty during 2015 are illustrative baseline data about our current target audiences and clientele:

PLSC faculty with Extension responsibilities (6.2 FTE Extension total) delivered last year 234 on-site workshops, seminars, field days and related public outreach events. Participants included the following: commercial producers and managers of agronomic field crops, horticultural food crops, landscape ornamentals; professionals who advise those producers and managers about pest management; green industry professionals and small acreage producers; Master Gardeners, County Extension Educators and state Specialists from University of Idaho and surrounding states; private and commercial pesticide applicators who attended initial certification and recertification seminars necessary to maintain required licenses; local, state, and federal governmental agency personnel from ISDA and USDA; 9-12 grade high school students, FFA and 4-H members; homeowners and their families.

PLSC faculty with research responsibilities (16.1 FTE research total) delivered last year 138 invited and submitted presentations about research progress to peer audiences at international, national, regional and state professional scientific meetings. As noted above, we generated more than \$3.6 million of spending authority in new and continuing competitively awarded grants from state, regional and national funding agencies and they produced 54 scholarly peer-refereed research papers.

PLSC faculty with teaching and advising responsibilities (1.8 FTE teaching total) mentored as Major Professors 26 graduate students (9 Ph.D. and 17 M.S. students) and 5 visiting scholars during 2015. Our formal undergraduate programs in Plant Biotechnology, Sustainable Cropping Systems, and Environmental Horticulture had a total of 46 students enrolled in 2015.

8. Fiscal Impact: Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

Note: The shifting enrollment headcounts contained in the budget templates that follow are based on current undergraduate and graduate student enrollments and an anticipated annual enrollment increase of 5%.

EPPN Budget

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

	FY 17		FY 18		FY 19		FY 20	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments				30		32		34
B. Shifting enrollments		29						
Total Enrollment	0	29	0	30	0	32	0	34

II. REVENUE

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$924,737		\$924,737		\$924,737		\$924,737	
3. Federal	\$3,444,295		\$3,444,295.48		\$3,444,295.48		\$3,444,295.48	
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)		\$69,982.00		\$69,982.00		\$69,982.00		\$69,982.00
Total Revenue	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982

*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

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	26		26		26		26	
2. Faculty	\$1,284,914		\$1,323,461.4		\$1,323,461.4		\$1,363,165.26	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants	\$ 316,779		\$ 326,282		\$ 326,282		\$ 316,779	
5. Research Personnel	\$ 1,553,371		\$ 1,599,972		\$ 1,599,972		\$1,538,981.29	
6. Directors/Administrators	\$ 150,000		\$ 154,500.0		\$ 154,500.0		\$ 159,135.00	
7. Administrative Support Personnel	\$ 40,000		\$ 41,200.0		\$ 41,200.0		\$ 42,436.00	
8. Fringe Benefits	\$ 635,626		\$ 654,694.9		\$ 654,694.9		\$ 674,335.71	
9. Other:								
Total Personnel and Costs	\$3,980,690	\$0	\$4,100,111	\$0	\$4,100,111	\$0	\$4,094,832	\$0

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$10,000.00		\$10,200.00		\$10,404.00		\$10,612.08	
2. Professional Services								
3. Other Services	\$10,000.00		\$10,200.00					
4. Communications								
5. Materials and Supplies	\$353,342.00		\$233,321.70		\$253,517.70		\$258,588.05	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	\$10,000.00		\$10,200.00		\$0.00		\$0.00	
Total Operating Expenditures	\$383,342	\$0	\$263,922	\$0	\$263,922	\$0	\$269,200	\$0

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
Total Capital Outlay	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0

	FY 17		FY 18		FY 19		FY 20	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities		\$34,991.00		\$34,991.00		\$34,991.00		\$34,991.00
Maintenance & Repairs		\$34,991.00		\$34,991.00		\$34,991.00		\$34,991.00
Other								
Total Other Costs	\$0	\$69,982	\$0	\$69,982	\$0	\$69,982	\$0	\$69,982
TOTAL EXPENDITURES:	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982
Net Income (Deficit)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

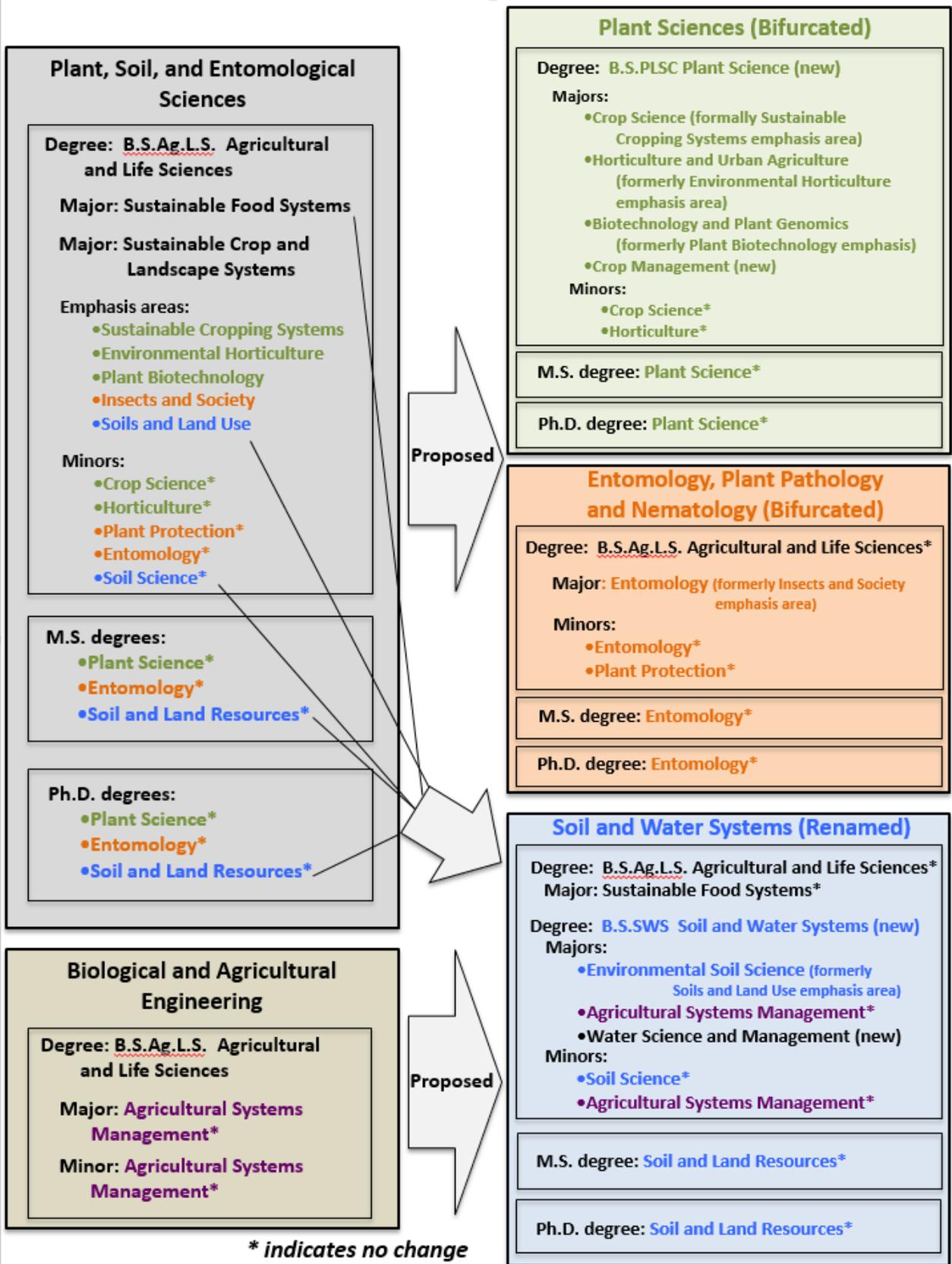
Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	

PLSC Budget

Program Resource Requirements.									
<ul style="list-style-type: none"> 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									
	FY 17		FY 18		FY 19		FY 20		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments				69		73			76
B. Shifting enrollments		66							
Total Enrollment	0	66	0	69	0	73	0		76
II. REVENUE									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request									
2. Institution Funds	\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		
3. Federal	\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees	\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00		
6. Other (i.e., Gifts)	\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		
Total Revenue	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
III. EXPENDITURES									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	35		35		35		35		
2. Faculty	\$1,834,634		\$1,889,673.0		\$1,889,673.0		\$1,946,363.21		
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants	\$ 759,486		\$ 759,486		\$ 759,486		\$ 759,486		
5. Research Personnel	\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		
6. Directors/Administrators	\$ 150,000		\$ 154,500.0		\$ 159,135.0		\$ 163,909.05		
7. Administrative Support Personnel	\$ 40,000		\$ 41,200.0		\$ 42,436.0		\$ 43,709.08		
8. Fringe Benefits	\$ 883,304		\$ 909,803.0		\$ 937,097.1		\$ 965,210.04		
9. Other:									
Total Personnel and Costs	\$6,108,124	\$0	\$6,195,362	\$0	\$6,228,528	\$0	\$6,319,378	\$0	

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



Idaho State Board of Education
 Proposal for **Undergraduate/Graduate Degree** Program

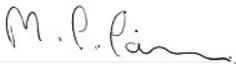
Date of Proposal Submission:	30 Sep 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Current: Department of Plant, Soil and Entomological Sciences Proposed: Department of Entomology, Plant Pathology and Nematology

Program Identification for Proposed New or Modified Program:

Program Title:	Major: Entomology				
Degree:	B.S.Ag. L.S.	Degree Designation	<input checked="" type="checkbox"/>	Undergraduate	<input type="checkbox"/> Graduate
Indicate if Online Program:	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/>	No (on-campus delivery)	
CIP code (consult IR /Registrar):					
Proposed Starting Date:	July 1, 2017				
Geographical Delivery:	Location(s))	statewide		Region(s))	
Indicate (X) if the program is/has:	<input type="checkbox"/>	Self-Support	<input type="checkbox"/>	Professional Fee	
Indicate (X) if the program is:	<input type="checkbox"/>	Regional Responsibility	<input checked="" type="checkbox"/>	Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative |



 College Dean (Institution) 10/14/2016 Date

 Vice President for Research (Institution; as applicable) Date

 Graduate Dean or other official (Institution; as applicable) Date

 Academic Affairs Program Manager, OSBE Date

 FVP/Chief Fiscal Officer (Institution) Date

 Chief Academic Officer, OSBE Date

 Provost/VP for Instruction (Institution) Date

 SBOE/Executive Director Approval Date

 President Date

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.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

We request a change in status of one current undergraduate program from an emphasis area to a major, specifically to change from the emphasis area, Insects and Society, to a major in Entomology. The renamed major will continue to be awarded as current practice under the B.S. Agricultural and Life Sciences in the College of Agricultural and Life Sciences at the University of Idaho.

This change is necessary because we simultaneously are requesting by another petition the reorganization of our present academic unit, the Department of Plant, Soil and Entomological Sciences (PSES), into two new academic units: Department of Entomology, Plant Pathology and Nematology (EPPN) and Department of Plant Science (PLSC). PSES currently delivers Insects and Society as one of five emphasis areas under one PSES undergraduate major in Sustainable Crop and Landscape Systems, which is awarded under the degree B.S. Agricultural and Life Sciences.

The bifurcation of PSES into EPPN and PLSC will end our current major in Sustainable Crop and Landscape Systems and so otherwise leave our entomology undergraduate program no place to go. The degree B.S. Agricultural and Life Sciences will continue. APPENDIX #1 is an overview of how our request here is part of the larger petition to reorganize all PSES instructional programs.

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

The Entomology undergraduate program already exists. We are not starting a new Major but rather we are requesting approval to offer our current Emphasis Area as a Major when EPPN comes into operation as an academic department. All Program Need items 2.a, 2.b, 2.c, 2.d and 2.e that follow were considered and were validated when the Entomology undergraduate program began.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include [State](#) and [National Department of Labor](#) research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Zika Response Inspector (advertised 29 Sep 2016 at Clarke Global Environment)
2. Biologist/Entomologist (advertised 29 Sep 2016 at Hunter International Recruiting)

Table 1. Current and projected workforce needs, Idaho and the United States (2014-2024).

Occupation	2014: Positions		2024: Positions		2014: % Change	
	ID	US	ID	US	ID	US
Agricultural and Food Sci. Technicians	471	33,000	548	34,700	16.3	4.9
Agricultural Inspectors	217	14,200	265	14,100	22.1	-0.6
Biological Scientists, All Other	274	36,400	359	36,200	31.0	-0.4
Biological Technicians	791	79,300	981	83,500	24.0	5.2
Long-Term-Conservation Scientists	335	21,100	519	22,500	54.9	6.9
Curators	54	13,100	57	14,100	5.6	8.0
Environmental Science and Protection Technicians, Including Health	188	36,200	236	39,600	25.5	9.5
Farmers, Ranchers and other Agricultural Managers	14,350	929,800	17,983	911,700	25.3	-1.9
Forest and Conservation Technicians	2,116	32,600	2,765	30,800	30.7	-5.7
Life Scientists, All Other	N/A	10,600	N/A	11,300	N/A	7.2
Life, Physical and Social Science Technicians, Other (includes precision ag and remote sensing technicians)	328	78,200	407	83,500	24.1	6.8
Museum Technicians and Conservators	18	11,300	18	11,900	0	5.2
Natural Sciences Managers	543	55,100	688	56,900	26.7	3.3
Pest Control Workers	236	74100	225	73200	-4.7	-1.2
Pesticide Handlers, Sprayers, and Applicators, Vegetation	396	36400	456	37800	15.2	3.8
Zoologists and Wildlife Biologists	552	21,300	693	22,200	25.5	4.0

Data from:

Idaho Dept. of Labor, Occupational & Industry Projections 2014-2024

[http://lmi.idaho.gov/Portals/0/2016/2014-2024 Idaho-Long-Term-Occupations.xlsx](http://lmi.idaho.gov/Portals/0/2016/2014-2024%20Idaho-Long-Term-Occupations.xlsx)

U.S. Department of Labor, Bureau of Labor Statistics

<http://www.projectionscentral.com/Projections/LongTerm>

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	SEE Table #1	SEE Table #1	SEE Table #1
State			
Nation			

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

No B.S. degree-awarding institution in Idaho other than the University of Idaho offers an undergraduate major or emphasis area or other designated undergraduate program in Entomology.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Agricultural production is an important component of Idaho's economy and insect pests are a major management concern. This program will produce graduates that understand the importance of integrated pest management and the environmental role of insects. Graduates will fill critical roles in the agricultural industry, research facilities, and state and federal agencies.

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

Production of graduates trained to work in entomology should translate to greater food security in the future.

- e. **If Associate's degree, transferability:**

Not applicable.

- 3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Entomology is a highly specialized curriculum that nationally is offered as an undergraduate Major by 16 Land Grant Universities. Undergraduate programs in Entomology at the University of Idaho began during 1929 and have been offered continuously ever since, including since 2005 as an Emphasis Area, Insects and Society.

No B.S. degree-awarding institution in Idaho other than the University of Idaho offers an undergraduate major or emphasis area or other designated undergraduate program in Entomology. Boise State University, Idaho State University and Lewis-Clark State College instead offer B.S. Biology; BSU teaches three courses in Entomology and ISU and LCSC each offer one course in entomology.

University of Idaho would be unique among all our neighboring Land Grant Universities in offering an undergraduate Major in Entomology. Montana State University, Oregon State University, University of Wyoming and Washington State University instead offer a Minor in Entomology (or Insect Biology). University of Nevada offers a minor in Museum Studies that includes one Entomology course as among the curriculum options. Utah State University does not offer any undergraduate programs in entomology.

The nearest western Land Grant University that offers an undergraduate Major in Entomology is the University of California, Davis, where approximately 40 students are enrolled.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted

BSU	no program	
ISU	no program	
LCSC	no program	
UI	Major: Entomology B.S. Agricultural and Life Sciences	per this petition

<u>Similar Programs offered by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Montana State University	Minor: Entomology	
Oregon State University	Minor: Entomology	
University of Nevada	no program	
University of California, Davis	Major: Entomology B.S. Entomology	
University of Wyoming	Minor: Entomology	
Utah State University	no program	
Washington State University	Minor: Entomology	

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public 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.

Not applicable to this request.

5. Describe how this request supports the institution's vision and/or strategic plan.

This request will allow the new Department EPPN to continue to offer our current undergraduate program in entomology. The change in program status to a major in Entomology also will enhance our ability to contribute to UI Strategic Goal: *Expand Undergraduate Enrollment* by increasing program visibility to prospective students. In a Strategic Plan era where every undergraduate student counts, offering an entomology program as we currently do – as one of six Emphasis Areas under the single PSES umbrella major named Sustainable Crop and Landscape Systems – is hardly effective and is arguably counterproductive, particularly when recruiting prospective students whose interests are not in insects as pests but instead center on pollinator protection, endangered species conservation, ecological services, insects as bio-indicators and related aspects of environmental protection. None of those themes is readily obvious in the PSES major named Sustainable Crop and Landscape Systems.

This request also sets the stage for EPPN faculty to design in the future a second undergraduate departmental major, Integrated Plant Health, to be awarded with the major in Entomology under a new EPPN B.S. degree. Our working concept for Integrated Plant Health is a cross-disciplinary major that prepares students for careers in pest management through a curriculum that spans entomology, plant pathology, nematology and weeds. No similar major is offered by our Pacific Northwest and Intermountain West Land-Grant peers.

6. 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.

Specialized accreditation is not required to offer a Major in Entomology.

Our program already exists as one of five emphasis areas within the PSES Major in Sustainable Crop and Landscape Systems. We already annually evaluate our entomology undergraduate program following established protocols and metrics posted at the UI Provost Student Learning Assessment page. As described in Q-11 and Q-12 that follow, we will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for the Entomology major.

7. 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 B.

Not applicable to this request.

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification? Yes _____ No X

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

9. Five-Year Plan: Is the proposed program on your institution's approved 5-

year plan? Indicate below.Yes No X

Proposed programs submitted to SBOE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

This request is prompted by the 2014-15 Phase II Program Prioritization Process at the University of Idaho and by 2016 changes in leadership at the College of Agricultural and Life Sciences (CALs). One consequence of the program prioritization recommendations was a proposal during Fall 2014 from our faculty colleagues in the PSES Division of Soil and Land Resources to create a new Department – Soil and Water Systems (SWS) – by separating from PSES and merging with faculty remaining in the UI CALs Department of Biological and Agricultural Engineering. That 2014 proposal left unaddressed how best to organize the non-soil-and-water research, extension and teaching programs remaining in PSES. The issue was not resolved until the Feb 2016 appointment of CALs Dean Michael Parrella and his analysis and subsequent decision to create from PSES the new departments of EPPN and PLSC per Q-1 of this request.

- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Authorization to create the new departments of EPPN and PLSC will end our current undergraduate PSES major and so would leave our present emphasis area no place to continue. Without change in status from and Entomology emphasis area to a major in Entomology to be delivered by EPPN, we cannot continue to offer our program to new students after 1 July 2017.

Criteria. As appropriate, discuss the following:

- i.** How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

Entomology is a critical component of the UI and CALs research, teaching, and extension Land-grant mission.

- ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

While the faculty and administration will actively work with development, and the writing of external grants, funding is not required to begin the academic program. Once established the major will be supported through traditional funding practices and budgets through the CALs.

- iii.** Is there a contractual obligation or partnership opportunity to justify the program?

There is no contractual obligation, however, stakeholders (Idaho commodity commissions, for example) continue to support research and extension efforts in entomology as it relates agricultural pest management.

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

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

Credit hours in required courses offered by the department (s) offering the program.	19
Credit hours in required courses offered by other departments:	90
Credit hours in institutional general education curriculum	19
Credit hours in free electives	0
Total credit hours required for degree program:	128

The requirements to complete the Entomology major are presented in Appendix #2.

- b. **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.

Students will be required to take the senior experience course Pesticides in the Environment. This class includes an interdisciplinary treatment of the movement and degradation of pesticides and is team taught by faculty in three different disciplines.

11. Program Intended 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 will students know, be able to do, and value or appreciate as a result of completing the program.

As noted in our earlier response to Q-6, this program already exists as an Emphasis Area within the PSES *Major Sustainable Crop and Landscape Systems*, and we annually evaluate that PSES Major by following established protocols and metrics as posted at the UI Provost *Student Learning Assessment* page:

<http://www.uidaho.edu/provost/iea/assessment>.

We will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for the Entomology major.

Desired Learning Outcomes are as follows:

- A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including sustainable production of food and fiber; ability to interact with peers through participation in various student groups/organizations; obtaining valuable professional experience and interaction through internships.
- B. Understanding of important scientific principles and concepts; ability to apply concepts to real-life situations; ability to analyze and critically evaluate scientific information; effective oral and written communication skills; ability to clearly express and discuss scientific concepts with in both a classroom and work environment.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Direct Measure Process (per our current protocols and metrics):

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning.

Indirect Measure Process (per our current protocols and metrics):

Student internship reporting, including feedback from both student and employer; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

Face-to-Face Measures (per our current protocols and metrics):

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

We anticipate that the Department of Entomology, Plant Pathology and Nematology (which does not yet exist and so does not yet have an administrative structure) will include a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policy for consideration and implementation by the EPPN Administrator. One focus will be to reconsider current Learning Outcomes, Assessments and Metrics as we create a second departmental Major that spans entomology, plant pathology, nematology; focus also will be on curricular and co-curricular changes (such as simplification of the curriculum and consideration of how our course requirements can allow for double-majors from other UI departments and colleges). An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate

enrollment.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

Direct Benchmarks: The majority of students in the Senior Experience Capstone course demonstrate the ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks: At least 80% of employers and students report overall satisfaction with internship experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New procedures and metrics will be developed by EPPN faculty during FY17 for our anticipated second undergraduate major in Integrated Plant Health.

Enrollments and Graduates

13. **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.

There are no similar programs at BSU or ISU or LCSC.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY13	FY14	FY15	FY16 (most recent)	FY13	FY14	FY15	FY16 (most recent)
UI Emphasis Area <i>Insects and Society</i>	3	3	4	5	0	0	2	1

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

Proposed Program: Projected Enrollments and Graduates First Five Years

Program Name: Major ENTOMOLOGY										
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program					
FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
8	12	16	20	20	1	2	2	5	5	5

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Projections anticipate annual enrollment growth at least equal to FY16 during which four students entered the program (i.e., two Freshmen and two transfer students). Those modest projections are based on recent enrollment and graduation data, tempered by enrollments of 20-to-40 majors at large Land Grant Universities and by our own historic enrollments of 10-to-15 majors when the faculty last were organized as a formal Department of Entomology with an identifiable major in Entomology.

Entomology recruitment and career opportunity workshops delivered last year by the Chair, PSES Division of Entomology, to more than 250 Idaho High School students presumably had a positive impact on enrollment and so will continue; those events especially targeted 4-H Club and FFA members who may be more predisposed than others to careers in entomology. We developed last year as marketing tools printed “insect trading cards” with QR codes that link to our website; we also developed a single-sheet handout “*Career Opportunities: Entomology, the Study of Insects*” that we shared with College of Agricultural and Life Sciences Student Recruiter and the CALS Student Ambassadors. A new Core Science CORS course, *From Food to Weapons: How Humans Use Insects*, to be taught Spring 2017 by Dr. Steve Cook, Professor of Entomology, has potential to recruit students into the Major, as too does an ISEM 101 course about entomology and fly fishing, to be taught by the Dean of the College of Agricultural and Life Sciences.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The Entomology courses required of the Major either are required of our M.S. and Ph.D. programs in Entomology (i.e., taught at dual 400:500 level) or are required by other CALS undergraduate programs. Hence, the question of an exact minimal enrollment is not especially germane because even in the absence of any undergraduate Majors, the required courses will be taught.

Resources Required for Implementation – fiscal impact and budget

Items 18, 19, 20 and 21 that follow are not directly relevant to this request.

We do not seek to create a new undergraduate program that will require new or different physical, library, personnel, and revenue resources beyond those already allocated to the current Entomology emphasis area. We instead request a status change from emphasis area to major so that we can continue our undergraduate program following establishment of the Department of Entomology, Plant Pathology

17. Physical Resources.

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

The program is currently supported by existing teaching facilities in the Iddings Agricultural Science Building.

- 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?

At this point, no new courses are being added for the new major. This will reduce the need for space and other resources.

- 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.

No additional resources are required to support this new major since no new courses are being added.

18. Library 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.

19. 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?

- 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.

- 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.

20. Revenue Sources

- 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?

Funding that currently supports the courses included in this proposal are already in existence and currently allocated to the existing units (Divisions of Entomology and Plant Science).

- 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.

Not applicable.

- 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?

Not applicable.

- 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? Not applicable.

- 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. Not applicable.

- 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. Not applicable.

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

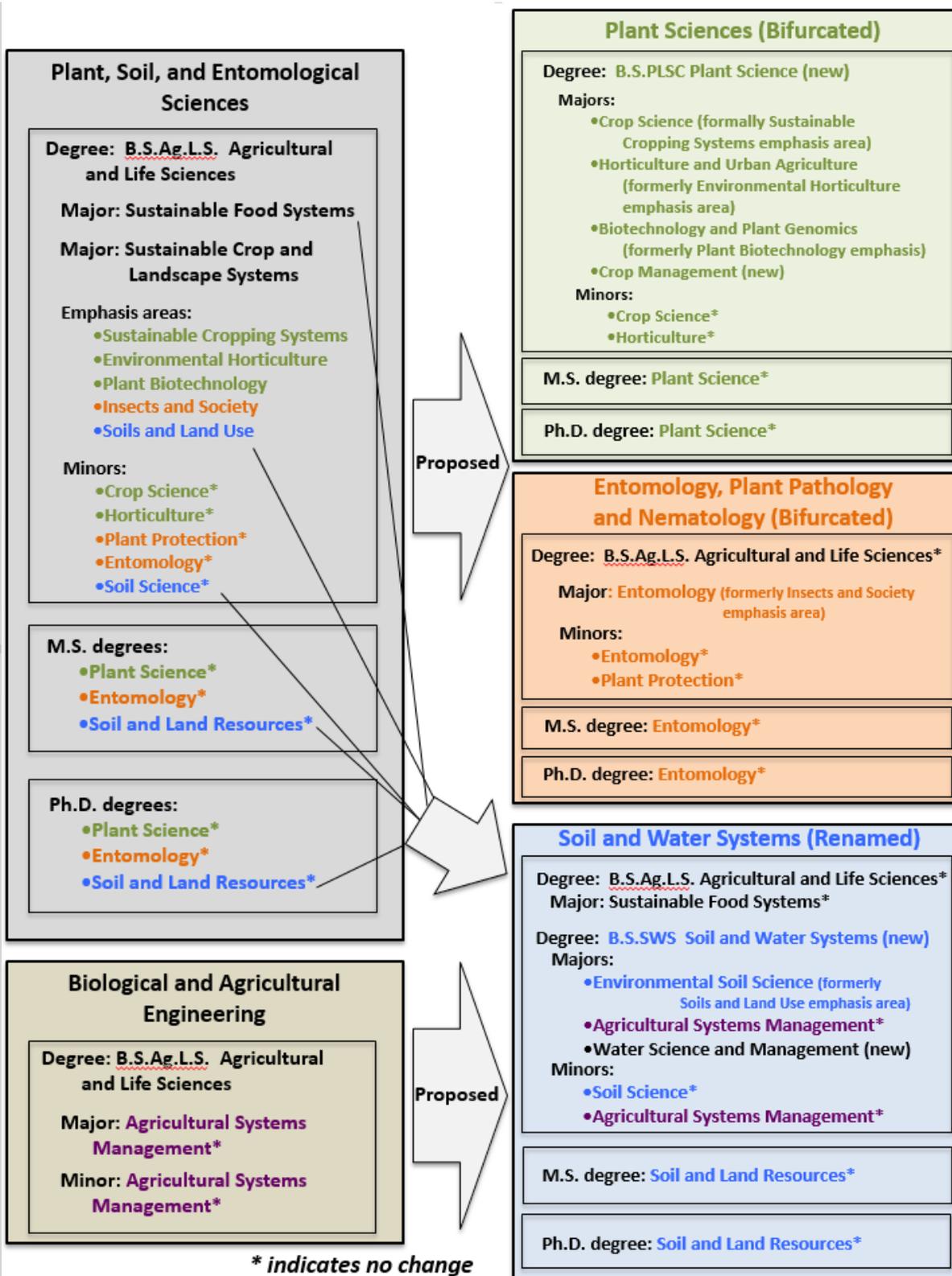
Note: The shifting enrollment headcounts contained in the budget templates that follow are based on current undergraduate and graduate student enrollments and an anticipated annual enrollment increase of 5%.

- 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).

ITEM #21. Budget template

Program Resource Requirements.									
<ul style="list-style-type: none"> 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									
		FY 17		FY 18		FY 19		FY 20	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments					30		32		34
B. Shifting enrollments			29						
Total Enrollment		0	29	0	30	0	32	0	34
II. REVENUE									
		FY 17		FY 18		FY 19		FY 20	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									
2. Institution Funds		\$924,737		\$924,737		\$924,737		\$924,737	
3. Federal		\$3,444,295		\$3,444,295.48		\$3,444,295.48		\$3,444,295.48	
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees									
6. Other (i.e., Gifts)			\$69,982.00		\$69,982.00		\$69,982.00		\$69,982.00
Total Revenue		\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
III. EXPENDITURES									
		FY 17		FY 18		FY 19		FY 20	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		26		26		26		26	
2. Faculty		\$1,284,914		\$1,323,461.4		\$1,323,461.4		\$1,363,165.26	
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants		\$ 316,779		\$ 326,282		\$ 326,282		\$ 316,779	
5. Research Personnel		\$ 1,553,371		\$ 1,599,972		\$ 1,599,972		\$1,538,981.29	
6. Directors/Administrators		\$ 150,000		\$ 154,500.0		\$ 154,500.0		\$ 159,135.00	
7. Administrative Support Personnel		\$ 40,000		\$ 41,200.0		\$ 41,200.0		\$ 42,436.00	
8. Fringe Benefits		\$ 635,626		\$ 654,694.9		\$ 654,694.9		\$ 674,335.71	
9. Other:									
Total Personnel and Costs		\$3,980,690	\$0	\$4,100,111	\$0	\$4,100,111	\$0	\$4,094,832	\$0

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



APPENDIX #2. Course requirements for the proposed major in Entomology.

Agricultural and Life Science (B.S.Ag.L.S.)		credits
AGED 406	Exploring International Agriculture	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem	1
STAT 251	Statistical Methods	3

One of the following (2-3cr):

ASM 305	GPS and Precision Agriculture	3
ASM 412	Agricultural Safety and Health	2
PLSC 207/ GENE 207	Introduction to Biotechnology	3

One of the following (4-credits):

CHEM 101	Introduction to Chemistry I	4
CHEM 111	Principles of Chemistry I	4

One of the following (3-credits):

COMM 101	Fundamentals Public Speaking	2
ENGL 207	Persuasive Writing	3
ENGL 313	Business Writing	3
ENGL 316	Environmental Writing	3
ENGL 317	Technical Writing	3

One of the following (3-4 credits):

MATH 143	Pre-calculus Algebra and Analytic Geometry	3
MATH 160	Survey of Calculus	4
MATH 170	Analytical Geometry and Calculus	4

Entomology (B.S.Ag.L.S.)

Required course work includes the university requirements (see regulation J-3):

BIOL 114	Organisms and Environments	4
BIOL 312	Molecular and Cellular Biology	3
BIOL 313	Molecular and Cellular Biology Laboratory	1
BIOL 314	Ecology and Population Biology	4
CHEM 112	Principles of Chemistry II	5
ENT 322	General and Applied Entomology	4
ENT 438	Pesticides in the Environment	3
ENT 440	Insect Identification	4
ENT 441	Insect Ecology	3
PLSC 102	The Science of Plants in Agriculture	3
PLSC/GENE 207	Introduction to Biotechnology	3
PLSC 400	Seminar	1

One of the following (3 cr):

PLSC 415	Plant Pathology OR	3
SOIL 425	Microbial Ecology	3

One of the following (4 credits):

BIOL 213	Principles of Biological Structure and Function	4
PLSC 205	General Botany	

One of the following (3 cr):

CHEM 275	Carbon Compounds	3
CHEM 277	Organic Chemistry I	

One of the following (3-5 cr):

BIOL 154	Introductory Microbiology	AND	3
BIOL 155	Introductory Microbiology Lab		1

BIOL	250	General Microbiology	AND	3
BIOL	255	General Microbiology Lab		1
BIOL	300	Survey of Microbiology		3
BIOL	380	Biochemistry I		4
CHEM	253	Quantitative Analysis	AND	3
CHEM	254	Quantitative Analysis Lab		2

One of the following (3-4 cr):

BIOL	310	Genetics		3
BIOL	315	Genetics Laboratory		1
GENE	314	General Genetics		3

Elective courses (22 credits)

Biotechnology electives	3
Entomology electives	5
Life Science electives	6
Mathematics electives	4
Physics electives	4

Courses to total 128 for this degree

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.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

We request a change in status of three current undergraduate programs from emphasis areas to majors, specifically to elevate from an emphasis area in Environmental Horticulture, to a major in Horticulture and Urban Agriculture; from Plant Biotechnology to Biotechnology and Plant Genomics; and from Sustainable Cropping Systems to Crop Science. The renamed majors will be awarded under the new degree B.S. Plant Science.

These changes are necessary because we simultaneously are requesting by another petition the reorganization of our current academic unit Department of Plant, Soil and Entomological Sciences (PSES) into two new academic units: Department of Entomology, Plant Pathology and Nematology (EPPN) and Department of Plant Sciences (PLSC). PSES currently delivers the three plant emphasis areas as part of five emphasis areas within one PSES undergraduate major named Sustainable Crop and Landscape Systems that is awarded under the degree B.S. Agricultural and Life Sciences. The bifurcation of PSES into EPPN and PLSC will end our current Sustainable Crop and Landscape Systems major, and we request the three new plant majors be placed in a new degree B.S. Plant Science. APPENDIX #1 is an overview of how our request here is part of the larger petition to reorganize all PSES instructional programs.

The proposed major, Crop Management, is a new degree offering that has been prompted by a high demand in the labor force for B.S. students that are qualified to do applied field agronomy and make business decisions that have arisen locally and nation-wide associated with the expanding food and energy needs that require Crop Production Managers and Farm Managers to ensure high volume and high quality of agricultural products for the industry. The new degree program will provide students who have an interest in management of crops rather than crop sciences that require greater foundation in chemistry, physiology and molecular biology. In addition, students from this new program will be educated in applied crop production and crop management, combined with courses in agricultural economics, and farming systems.

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

The three emphasis areas already exist and thus all Program Need items 2.a, 2.b, 2.c, 2.d and 2.e that follow were considered and were validated when these programs began. As noted in item Q-1 above, we are not developing any new Majors but rather we request approval to offer our current Plant Emphasis Areas as Majors when the Department of Plant Sciences begins operation.

The proposed new majors will simplify how new and current students find the plant majors and evaluate if they meet their employment and career goals. Currently, students have to look through numerous layers (degree, major and emphasis area)

before finding topics specifically related to plant programs. The new majors will increase student enrollment and better serve the state of Idaho and the region.

Emphasis areas proposed to be elevated to majors:

- a. Horticulture and Urban Agriculture
- b. Crop Science
- c. Biotechnology and Plant Genomics

Proposed new major:

Crop Management

This new major will be particularly attractive to students who wish to be employed in applied production agriculture. This major will provide well-rounded students who will be prepared to manage family or larger corporate Agro-businesses as field agronomists, crop production managers, and farm managers. The new major will increase student enrollment in the Plant Sciences, and better serve the state of Idaho and the region.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include [State](#) and [National Department of Labor](#) research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

Horticulture and Urban Agriculture major:

- 1. Horticulture plant scientist
- 2. Greenhouse manager
- 3. Vegetable production manager
- 4. Landscape manager
- 5. Golf course superintendent

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	1166		
State	1166		
Nation	39,418		

Crop Science major:

- 1. Crop consultant or researcher
- 2. Plant scientist – Crop production
- 3. Plant breeder
- 4. Seed producer
- 5. Weed scientist
- 6. Agri-chemical employee
- 7. Biological and conservation scientists

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	905		
State	905		
Nation	39,189		

Biotechnology and Plant Genomics:

1. Plant scientist
2. Biological scientist, biotechnology
3. Biochemist
4. Plant breeder
5. Plant molecular biologist

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	585		
State	585		
Nation	55,965		

Crop Management: (proposed new major)

1. Field Agronomist (crops);
2. Crop Production Manager
3. Farm Manager.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	27,338		
State	27,338		
Nation	1,681,832		

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

One of our current emphasis areas, Crop Science is focused on the Plant Sciences as it pertains to producing crops to sustain society. The new major moves that focus to management of those crops both with respect to farm operations, crop production and business decisions needed to run small to large corporate farms and crop production related to agribusiness.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.)? Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

For the Crop Management students, the state and national job opportunities will remain strong. To establish employment demand, we focused on employers' job announcements, separating duties from skills needed to perform the jobs. We determined that this proposed new major will prepare students for employment with job numbers in the tens of thousands. Currently, students completing their degrees entertain two to three competitive job offers with salaries ranging from \$40,000 to \$60,000. We also will prepare students for the even larger market with an estimate of nearly 1.7 million jobs.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Agriculture continues to be an important sector of Idaho's economy. The

number of jobs within the state may be (relatively) small but the impact of those jobs on Idaho’s economy and rural environment remains high, producing food, fiber and energy.

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

Food security within the United States is critical to societal function. Preparing students with modern techniques and the ability to adapt to new situations will increase security. With few people needed to produce sufficient food, other sectors of the economy can develop.

- e. **If Associate’s degree, transferability:**

Not applicable.

- 3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

The undergraduate Majors in Horticulture and in Crop Science (agronomy) are quite specialized curricula that are offered nationally at many Land Grant Universities, including Pacific Northwest states. Plant Biotechnology is highly specialized with curriculum designed to stay current in plant molecular biology, biochemistry and genomics. Undergraduate programs in Horticulture and in Crop Science in their current form (emphasis areas) have been offered at the University of Idaho since 2005, whereas the Plant Biotechnology was offered starting in 2010.

No B.S. awarding institution in Idaho other than the University of Idaho offers an undergraduate Emphasis Area or Major or other designated undergraduate programs in Horticulture and Urban Agriculture, Crop Science, or Biotechnology and Plant Genomics. Boise State University, Idaho State University and Lewis-Clark State College instead offer B.S. Biology; BSU, ISU and LCSC each teach several plant courses related more to botany than to agricultural sciences.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	no program	
ISU	no program	
LCSC	no program	
UI	Major: Horticulture & Urban Ag Major: Crop Science Major: Biotechnology and Plant Genomics B.S. Plant Science	per this petition

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Montana State University	B.S. Plant Sciences Environ. Hort. Sci.	

	Major Crop Science Major Plant Biotechnology Major	
Oregon State University	B.S. Horticulture B.S. Crop & Soil Science Biotechnology – graduate program only	
University of Nevada	B.S. Ag. Science Ag Sciences major Biotechnology major	
University of Wyoming	B.S. Agroecology only	
Utah State University	B.S. Horticulture B.S. Plant Science	
Washington State University	B.S. Integrated Plant Sciences Agricultural Biotechnology major Landscape, Nursery, Greenhouse Mgt. major Field Crop Mgt. major	

Crop Management: (new major)

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	Major: Crop Management BS Plant Science	(Proposed Program)

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Agriculture and Food Systems BS, Cropping Systems Option	Students in this major gain a science-based overview of agriculture and food systems, with an emphasis on the practical application of technology to agricultural production systems. The program combines students' inherent creativity and interest in physical and biological sciences, technology, mathematics, business, and related subjects with their desire to develop innovative solutions to a variety of agricultural problems.
Oregon State University	Crop and Soil Science BS, Agronomy Option	Crop science involves growing, protecting, developing and improving plants that supply the world's food, livestock feed, fuels, seed-based industrial raw materials, soil and watershed protection, lawns, turf and wildlife crops. Soil science is an applied science that builds upon a strong foundation in biology, chemistry, geology and physics. Students who like science and the challenge of solving problems can do it all in soil science.

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public 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.

Not applicable to this request.

- 5. Describe how this request supports the institution’s vision and/or strategic plan.**

This request will allow the new Department of Plant Sciences to continue to offer our current undergraduate program offerings in three distinct and crucial areas of plant sciences. Elevation of program status to Majors in Horticulture and Urban Agriculture, Crop Science, and Biotechnology and Plant Genomics also will enhance our ability to contribute to UI Strategic Goal: *Expand Undergraduate Enrollment* by increasing the visibility of our programs to prospective students. Given the UI Strategic Plan, every undergraduate student in a program counts; yet offering the current three plant emphasis areas as we now do under a cumbersome Major name that is somewhat unclear to prospective students is ineffective and likely counterproductive, particularly for recruiting students whose interests are in horticulture, crop science or plant biotechnology. As emphasis areas, these names are not found in searches of the UI programs (in the UI catalog or online). Currently, the only program name that can be found is Sustainable Crop and Landscape Systems, and most prospective students have no idea that this major is associated with horticulture, crops science or plant biotechnology. Elevating our current emphasis areas to majors will help prospective students and their parents as well as high school teachers who mentor students to find our plant science majors, which in turn should help increase our enrollment.

Crop Management: (proposed new major)

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Teaching and Learning, Enable student success in a rapidly changing world	The program was designed to provide students will the skills necessary to better deal with complex problems in applied crop production agriculture. The cross-disciplinary nature of Crop Management will give students the tools to think and communicate across traditional production agriculture boundaries.
Goal 2: Promote excellence in scholarship and creative activity	The creation of this degree program will result in greater collaboration of faculty in multiple Departments (i.e. AGECE, ASM, Soil & Water, AGED and PLSC) within CALS. Greater collaboration may lead to new ideas for research as well as innovations in teaching.
Goal 3: Meet society’s critical needs by engaging in mutually beneficial partnerships	Faculty advisors in the new program will actively seek out opportunities to connect students to related activities within the community. Students will be required to complete an internship at a

	pre-screened, production agricultural facility.
Goal 4: Be a purposeful, ethical, vibrant and open community	This program will result in an increase in recruitment of students that are outside of the traditional Crop Science area, who are interested in a career in applied production agriculture with less scientific training. We believe that the program will attract more students from urban backgrounds and from outside the state of Idaho. The potential development of a 2+2 program may also result in increased diversity in the student body.

- 6. 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.

Specialized accreditation is not required to offer a Major in Horticulture and Urban Agriculture, Crop Science nor Biotechnology and Plant Genomics.

The three proposed majors already exist as part of five Emphasis Areas within the PSES Major Sustainable Crop and Landscape that we annually evaluate following established protocols and metrics posted at the UI Provost Student Learning Assessment page. We will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for three proposed majors.

This new Crop Management major will not require specialized accreditation. Internally, the program will be monitored using the same protocols applied to the existing Department of Plant Sciences majors. Exit interviews with undergraduate students within the Department will be conducted and responses recorded. Students are strongly encouraged to complete advising evaluations that are reviewed by the department head. Student teaching evaluations are reviewed by the Department Chair. Dr. Jack Brown will serve as the academic advisor to students in the program and will utilize advising appointments to gather informal student feedback regarding courses, internships and overall satisfaction with the program. The program will also be reviewed periodically with the established advisory committees at the department and college level.

- 7. 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 B.**

Not applicable to this request.

- 8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes ___ No X

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

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes No

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan. When did consideration of and planning for the new program begin?

This request is prompted by the 2014-15 Phase II Program Prioritization Process at the University of Idaho and by 2016 changes in leadership in the College of Agricultural and Life Sciences (CALs). One consequence of the program prioritization recommendations was a proposal during Fall 2014 from our faculty colleagues in the PSES Division of Soil and Land Resources to create a new Department – Soil and Water Systems (SWS) – by separating from PSES and merging with faculty remaining in the UI CALs Department of Biological and Agricultural Engineering. That 2014 proposal left unaddressed how best to organize the non-soil-and-water research, extension and teaching programs remaining in PSES. The issue was not resolved until the Feb 2016 appointment of CALs Dean Michael Parrella and his analysis and decision to create from PSES the new departments of EPPN and PLSC per Q-1 of this request. The new proposed major has resulted from this proposed creation of the new Department of Plant Sciences.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Authorization to create the new departments of EPPN and PLSC will end our current undergraduate PSES major and so would leave our present plant Emphasis Areas without a major. Without change in status to elevate the three plant Emphasis Areas to Majors delivered by the Department of Plant Sciences, we would be unable to offer our program to new students after 1 July 2017.

In addition, agriculture and closely related industries have an immediate need for students with degrees in horticulture, crop science and biotechnology. Future agriculture, particularly food security, in Idaho and the region will be severely impacted if suitable students lack the necessary education due to a delay in implementing the proposed changes at the earliest possible date.

Idaho and the Pacific Northwest have an immediate need for undergraduate students with and education in Crop Management. Without a doubt, the need is actually nationwide, and future agriculture positions will be severely impacted if suitable students can't be educated at the earliest possible date.

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The College of Agricultural and Life Sciences has an obligation to educate students who can fill the needs of Idaho and regional agriculture. In recent years, the number of institutions, including Land Grant Universities, offering degrees in horticulture, crop science, or plant biotechnology have declined while the demand for qualified graduates has increased. For example, private investment in agricultural biotechnology has increased the demand for qualified graduates who can produce or manage horticultural or agronomic crops. Agricultural industries in the state and region often contact the University of Idaho seeking suitably qualified students who have graduated from our emphasis areas to fill field production or crop manager positions in agronomy and horticulture. With the rise of biotechnology, private companies are increasing their needs for students who have had rigorous coursework in physiology and molecular biology.

The demand for crop managers has never been higher. Fewer institutions are offering degrees in applied agronomy while the demand for qualified applied crop production managers has risen caused by private investment in agricultural biotechnology needing applied field researchers. Agricultural businesses often approach the University of Idaho seeking suitably qualified graduates to fill field agronomist or crop production manager positions.

No other state institution within our region offers a similar major for their students. Although Washington State and Oregon State Universities offer similar degrees to their students, these majors are more similar to the proposed Crop Science Major, with less emphasis in applied agronomy.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
While the faculty and administration will actively work with development, and the writing of external grants, funding is not required to begin the academic program. Once established, the majors will be supported through traditional funding practices and budgets through CALS.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
No.
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
No.
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?
No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

The proposed curricula will be changed slightly to offer students more flexibility in courses taken and more control to tailor their studies to their career choices. The curriculum for each of the proposed majors are presented at the end of this document.

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

Credit hours in required courses offered by the department (s) offering the program.	Hort & Urban Ag = 46 Crop Science = 44 Biotechnology & Plt Genomics = 41
Credit hours in required courses offered by other departments:	Hort & Urban Ag = 25 Crop Science = 33 Biotechnology & Plt Genomics = 36
Credit hours in institutional general education curriculum	Hort & Urban Ag = 38 Crop Science = 38 Biotechnology & Plt Genomics = 38
Credit hours in free electives	Hort & Urban Ag = 14 Crop Science = 7 Biotechnology & Plt Genomics = 5
Total credit hours required for degree program:	120 credits each for all three proposed majors

Crop Management: (proposed new major)

Credit hours in required courses offered by the department (s) offering the program:	26
Credit hours in required courses offered by other departments:	37
Credit hours in institutional general education curriculum:	18
Credit hours in free electives:	9
Total credit hours required for degree program:	120

The requirements to complete the major are presented in Appendix #2. The Curriculum is divided into 37 credits that are required for all Plant Sciences majors, plus an additional 35 credits that are required for all Crop Management Majors. In addition, students will be required to complete 15 credits in Crop Management Electives, and 6 credits in Professional Support Electives. All UI students are required to complete the UI core requirements and complete additional credits (9) to total 120 credits for the degree.

b.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.

The proposed horticulture and crop science majors require the senior capstone course PLSC 438 Pesticides in the Environment. The proposed biotechnology major will allow students to choose between PLSC 438 or another appropriate senior capstone course that will fit their career plans. All three proposed majors require either 3 credits of PLSC 398 Internship, PLSC 402 Undergraduate Research or PLSC 499 Directed study. All of these courses have been included in the credit hours listed in Section A above.

Crop Management: (new major)

- PLSC 398, 402 or 499: Internship, Applied Research Experience or Directed Study.
- PLSC 438: Pesticides in the Environment (senior experience).

11. Program Intended 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 will students know, be able to do, and value or appreciate as a result of completing the program.

As noted in our earlier response to Q-6, the three plant emphasis areas already exist as part of five Emphasis Areas within the PSES Major Sustainable Crop and Landscape Systems that we annually evaluate following established protocols and metrics posted at the UI Provost *Student Learning Assessment* page, <http://www.uidaho.edu/provost/iea/assessment>.

We will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for three proposed plant majors.

The proposed new major in Crop Management will offer potential students a necessary alternative to the other proposed degrees offered in Plant Sciences, those being Crop Science, Biotechnology, and Horticulture, created from the three Plant Sciences emphasis areas from within the PSES major in Sustainable Crop and Landscape Systems. The Crop Management Major will be evaluated annually following the established protocols and metrics described above.

Desired Learning Outcomes are as follows:

- A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including sustainable production of food and fiber; ability to interact with peers through participation in various student groups/organizations; obtaining valuable professional experience and interaction through internships.
- B. Understanding of important scientific principles and concepts; ability to apply concepts to real-life situations; ability to analyze and critically evaluate scientific information; effective oral and written communication skills; ability to clearly express and discuss scientific concepts within both a classroom and work environment.
- C. Crop management students will need to understand important crop management and crop agronomic principles and concepts and must be able to apply concepts to real-life crop production situations. These students must also be able to analyze and critically evaluate scientific information, have effective oral and written communication skills, and have the ability to clearly express and discuss scientific concepts within both a classroom and work environment.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Direct Measure Process (per our current protocols and metrics):

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (PLSC 438);

performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning.

Indirect Measure Process (per our current protocols and metrics):

Student internship reporting, including feedback from both student and employer; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

Face-to-Face Measures (per our current protocols and metrics):

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities (per current protocols and metrics). Academic advising will also be assessed in order to improve student knowledge about careers in the three proposed plant science majors and the proposed new Crop Management major.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Currently, the division chairs in PSES meet to discuss assessment results and recommend curricular changes. Once the new Department of Plant Sciences is approved, a Plant Sciences Curriculum Committee will be established to oversee assessment measures and outcomes as well as recommend curricular changes to improve the three plant majors as needed.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct Benchmarks (per our current protocols and metrics):

The majority of students in the Senior Experience Capstone course demonstrate the ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks (per our current protocols and metrics):

At least 80% of employers and students report overall satisfaction with internship experience; student evaluations of course and instructor quality in courses required by majors should be 3 or higher; students receive a grade of C or higher in all courses required for each plant science major.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year with metrics annually reported during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by Plant Sciences faculty members during FY17 and beyond as needed for the three proposed plant science majors and the new proposed Crop Management major.

Enrollments and Graduates

- 13. 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.
There are no similar programs at BSU or ISU or LCSC.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY13	FY14	FY15	FY16 (most recent)	FY13	FY14	FY15	FY16 (most recent)
UI Emphasis Area <i>Environmental Horticulture</i>	29	28	24	21	4	6	9	8
UI Emphasis Area <i>Sustainable Cropping Systems</i>	14	15	17	17	3	5	4	5
UI Emphasis Area <i>Plant Biotechnology</i>	9	5	5	7	0	1	2	1

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Majors: Horticulture & Urban Ag, Crop Science, Biotech & Plant Genomics											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
Hort. & Urb. Ag 23	26	29	32	35	39	5	6	7	8	9	10
Crop Sci. 15	16	17	19	20	22	4	5	5	6	6	7
Biotec. & Plt Genomics 7	8	9	10	12	14	1	2	2	3	3	4

Proposed Crop Management major:

Proposed Program: Projected Enrollments and Graduates First Five Years
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Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY2017 (first year)	FY-2018	FY-2019	FY-2020	FY-2021	FY-2022	FY2017 (first year)	FY-2018	FY-2019	FY-2020	FY-2021	FY-2022
8	12	20	30	40	60	-	-	4	8	10	15

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The methods for determining enrollment and graduation projections were based on historical data. Since we are elevating emphasis area curricula to majors, we looked at recent and past enrollment and graduation data. We anticipate that having curricula that are now majors will provide better visibility for our academic programs and should help to increase our undergraduate enrollments.

With regard to the proposed Crop Management major, recent changes in other institutions regionally and nationally have reduced the proportion of Plant Science undergraduates who have been educated in applied field crop production management. A greater proportion, to fill an increased demand, has been directed towards degrees with more science emphasis (biotechnology). The available opportunities and jobs in Crop Management and Farm Management will ensure that jobs will be available for suitably qualified graduates.

The enrollment figures presented above are likely to be lower than the true needs for students in the workplace with Crop Management skills. Given that the entire enrollment in PSES over all disciplines had tended to be in the 50-60 student range, and that most 40-50 of these have majored in Plant Sciences, the addition of this new major would potentially double or triple existing enrollment.

Initially, some students will transfer from 2-year programs or from other UI programs. Discussions with students in CALS have shown that many would be attracted to a Plant Sciences degree option with a reduced emphasis on pure sciences and a well-rounded education in agriculture including basic understandings in agricultural economics, agricultural education, combined with a strong applied program in crop production classes. Discussions with Agricultural and Food industries also have shown a high demand for students with skills that would be obtained in from this degree.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Since we are asking to elevate emphasis areas to majors, we already have our academic curricula in place. Our proposed academic curricula will continue in the new Department of Plant Sciences without a concern for minimum numbers of students since the programs are already established.

With regard to the proposed Crop Management major, the minimum enrollment in this program is likely to be proportionally related to total enrollment in Plant Sciences and CALS. The minimum enrollment would likely be 8-10 students. The

time frame for these enrollment numbers would be a rapid increase over the first 4 years, thereafter a more gradual increase or stabilization.

Resources Required for Implementation – fiscal impact and budget

Items 17, 18, 19, 20 and 21 that follow are not directly relevant to this request. We do not seek to create a new undergraduate program that will require new or different physical, library, personnel, and revenue resources beyond those already allocated to the three current plant Emphasis Areas. We instead request a status change from Emphasis Area to Major for the three plant programs so that we can continue our undergraduate programs following establishment of the Department of Plant Sciences during 2017.

17. Physical Resources.

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

The proposed Crop Management major is not likely to require additional equipment, space, laboratory instruments, computer(s), or other physical equipment. The program is currently supported by existing teaching facilities in the Iddings Agricultural Science Building.

- 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?

At this point, no new courses are being added for the new major. This will not change the need for space and other resources.

- 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.

No additional resources are required to support this new major since no new courses are being added.

18. Library 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.

We do not foresee that the proposed Crop Management major will require new or different physical, library, personnel, and revenue resources beyond those already allocated to the three current plant Emphasis Areas in Plant Sciences (Crop Science, Horticulture and Biotechnology).

19. 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? Initially no additional personnel will be required for the proposed new major. However, in the short term the major would be significantly improved if classes were offered in the following: Forage Production and Management; Cropping Systems; Small and Organic Farming Systems; and Biofuel feed stock crops. Addition of these new classes would require appointing new faculty.

Additional Sections of existing courses will likely be needed for all Course Lab Sections, including: PLSC 102, PLSC 338, and SOIL 206, and will increase course enrollment for the following: PLSC 102, PLSC 338, PLSC 407, PLSC 408, PLSC 438, ASM 315, ASM 305 and ASM 412 and SOIL 206, which may require larger classrooms. Web-based course (i.e., PLSC 490) will not be affected.

- 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 instructional, support, and administrative resources to support the successful implementation of the Crop Management major already exist within PSES and should be allocated to this proposed new major as needed by the proposed Department of Plant Sciences.
- 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?

The greatest impact to other CALS programs will be a general increase in all the classes that are required for all Plant Sciences and Crop Management students. Increased student numbers will obviously require greater effort and time commitment from instructors. Greatest impact will be in the Lab Sections. To maintain high quality labs, the number of Teaching Assistantships will need to increase, which would always be needed with significantly larger student enrollment.

- 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.

No new personnel (faculty) would be required to support the Crop Management major initially. If the new classes were added (see 19a), then one additional teaching faculty would need to be appointed. Two to three additional Teaching Assistantships would also be required.

20. Revenue Sources

- 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?

Funding that currently supports the courses included in this proposal is already in existence and currently allocated to the existing unit (Division of Plant Science).

- 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.

Not applicable.

- 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?
Not applicable.
- 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?

Not applicable.

- 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.

Not applicable.

- 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.

Not applicable.

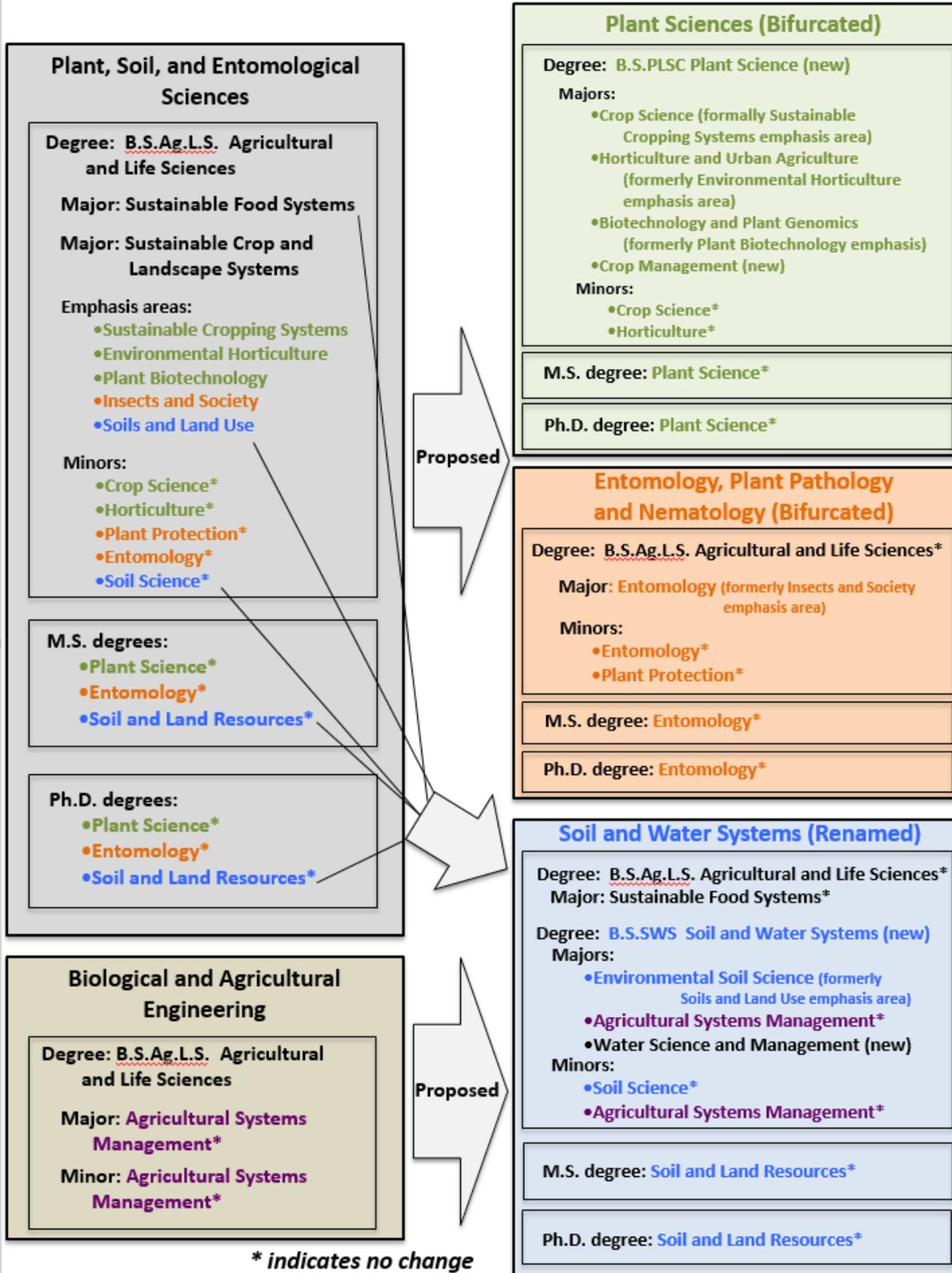
21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- 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).

ITEM #21. Budget template

Program Resource Requirements.									
<ul style="list-style-type: none"> 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									
		FY 17		FY 18		FY 19		FY 20	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments					69		73		76
B. Shifting enrollments			66						
Total Enrollment		0	66	0	69	0	73	0	76
II. REVENUE									
		FY 17		FY 18		FY 19		FY 20	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									
2. Institution Funds		\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		\$3,478,459.00	
3. Federal		\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		\$3,117,041.73	
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees		\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00	
6. Other (i.e., Gifts)		\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		\$1,035,421.00	
Total Revenue		\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
III. EXPENDITURES									
		FY 17		FY 18		FY 19		FY 20	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		35		35		35		35	
2. Faculty		\$1,834,634		\$1,889,673.0		\$1,889,673.0		\$1,946,363.21	
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants		\$ 759,486		\$ 759,486		\$ 759,486		\$ 759,486	
5. Research Personnel		\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		\$ 2,440,700	
6. Directors/Administrators		\$ 150,000		\$ 154,500.0		\$ 159,135.0		\$ 163,909.05	
7. Administrative Support Personnel		\$ 40,000		\$ 41,200.0		\$ 42,436.0		\$ 43,709.08	
8. Fringe Benefits		\$ 883,304		\$ 909,803.0		\$ 937,097.1		\$ 965,210.04	
9. Other:									
Total Personnel and Costs		\$6,108,124	\$0	\$6,195,362	\$0	\$6,228,528	\$0	\$6,319,378	\$0

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



APPENDIX #2. Course requirements for the proposed majors.

Courses required in all majors in the Department of Plant Sciences

BIOL 115 Cells and Evolution of Life	3
BIOL 115L Cells and Evolution of Life Lab	1
PLSC 102 The Science of Plants in Agriculture	3
PLSC 400 Seminar	1
SOIL 205 The Soil Ecosystem	3
One of the following (3 cr):	
AGED 406 Exploring International Agriculture	3
POLS 441 Genes and Justice: Comparative Biotechnology Policy Formation	3
One of the following (4-5 cr):	
BIOL 154 Introductory Microbiology	3
And	
BIOL 155 Introductory Microbiology Laboratory	1
OR	
BIOL 250 General Microbiology	3
And	
BIOL 255 General Microbiology Lab	2
One of the following (4 cr):	
CHEM 101 Introductory Chemistry I	4
CHEM 111 Principles of Chemistry I	4
One of the following (3 cr):	
ENGL 207 Persuasive Writing	3
ENGL 313 Business Writing	3
ENGL 316 Environmental Writing	3
ENGL 317 Technical Writing	3
One of the following (3-4 cr):	
MATH 143 Pre-Calculus Algebra and Analytic Geometry	3
MATH 160 Survey of Calculus	4
MATH 170 Analytic Geometry and Calculus I	4
One of the following (3 cr):	
PLSC 398 Internship	1-6
PLSC 402 Undergraduate Research in Plant Science	1-6
PLSC 499 Directed Study	1-16

Biotechnology and Plant Genomics (B.S.Pl.Sc.)

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

BIOL 380 Biochemistry I	4
BIOL 444 Genomics	3
CHEM 112 Principles of Chemistry II	5
CHEM 277 Organic Chemistry I	3
CHEM 278 Organic Chemistry I: Lab	1
GENE 314 General Genetics	3
PLSC 207 Introduction to Biotechnology	3
PLSC 401 Plant Physiology	3
PLSC 415 Plant Pathology	3
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 440 Advanced Laboratory Techniques	4

PLSC 446 Plant Breeding	3
PLSC 486 Plant Biochemistry	3
PLSC 488 Genetic Engineering	3
STAT 251 Statistical Methods	3

Biotechnology and Genomics of Plants electives (12 cr):

BIOL 213 Principles Biological Structure and Function	4
BIOL 482 Protein Structure and Function	3
BIOL 485 Prokaryotic Molecular Biology	3
BIOL 487 Eukaryotic Molecular Genetics	3
ENT 322 General and Applied Entomology	4
PLSC 201 Principles of Horticulture	3
PLSC 205 General Botany	4
PLSC 338 Weed Control or any Senior experience course	4
PLSC 407 Field Crop Production	3
PLSC 410 Invasive Plant Biology	3
PLSC 438 Pesticides in the Environment	3
PLSC 451 Vegetable Crops	3
PLSC 490 Potato Science	3
SOIL 206 The Soil Ecosystem Lab	1
SOIL 446 Soil Fertility	3

Courses to total 120 credits for this degree**Crop Science (B.S.Pl.Sc.)**

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

CHEM 275 Carbon Compounds	3
CHEM 276 Carbon Compounds Lab	1
ENT 322 General and Applied Entomology	4
GENE 314 General Genetics	3
PLSC 207 Introduction to Biotechnology	3
PLSC 338 Weed Control	4
PLSC 401 Plant Physiology	3
PLSC 407 Field Crop Production	3
PLSC 415 Plant Pathology	3
PLSC 438 Pesticides in the Environment	3
PLSC 446 Plant Breeding	3
PLSC 480 Field Trip (up to 3 credits)	1
SOIL 206 The Soil Ecosystem Lab	1
SOIL 446 Soil Fertility	3
STAT 251 Statistical Methods	3

Crop Science electives (12 cr):

PLSC 201 Principles of Horticulture	3
PLSC 205 General Botany	4
PLSC 300 Plant Propagation	3
PLSC 398 Internship (up to 3 credits)	1-6
PLSC 408 Cereal Science	3
PLSC 410 Invasive Plant Biology	3
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 440 Advanced Laboratory Techniques	4
PLSC 451 Vegetable Crops	3
PLSC 488 Genetic Engineering	3
PLSC 490 Potato Science	3

Professional Support Electives (6 cr):

ASM 107 Beginning Welding	2
ASM 305 GPS and Precision Agriculture	3
ASM 315 Irrigation Systems and Water Management	3
ASM 412 Agricultural Safety and Health	2
AGEC 278 Farm and Agribusiness Management	4
AGEC 289 Agricultural Markets and Prices	3
AGEC 302 Managerial Economics: Consumption & Markets	3
AGEC 356 Agricultural and Rural Policy	3
AGEC 447 International Development Economics	3
STAT 431 Statistical Analysis	3

Courses to total 120 credits for this degree**Horticulture and Urban Agriculture (B.S.Pl.Sc.)**

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

CHEM 275 Carbon Compounds	3
CHEM 276 Carbon Compounds Lab	1
ENT 322 General and Applied Entomology	4
PLSC 201 Principles of Horticulture	3
PLSC 300 Plant Propagation	3
PLSC 401 Plant Physiology	3
PLSC 415 Plant Pathology	3
PLSC 438 Pesticides in the Environment	3
SOIL 206 The Soil Ecosystem Lab	1

Horticulture electives (12 cr):

LARC 288 Plant Materials and Design 1	3
PLSC 340 Nursery Management	3
PLSC 341 Nursery Management Laboratory	1
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 451 Vegetable Crops	3
PLSC 464 Landscape Maintenance	3
PLSC 480 Field Trip (up to 3 credits)	1
PLSC 490 Potato Science	3
SOIL 417 Market Garden Practicum	3

Professional Support Electives (15 cr):

GENE 314 General Genetics	3
PLSC 205 General Botany	4
PLSC 207 Introduction to Biotechnology	3
PLSC 338 Weed Control	4
PLSC 407 Field Crop Production	3
PLSC 410 Invasive Plant Biology	3
PLSC 446 Plant Breeding	3
PLSC 488 Genetic Engineering	3
SOIL 446 Soil Fertility	3
STAT 251 Statistical Methods	3

Courses to total 120 credits for this degree

Crop Management (B.S.Pl.Sc.)

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

AGEC 278 Farm and Agribusiness Management	4
AGEC 289 Agricultural Markets and Prices	3
ASM 305 GPS and Precision Agriculture	3
ASM 315 Irrigation Systems and Water Management	3
ASM 412 Agricultural Safety and Health	2
PLSC 338 Weed Control	4
PLSC 407 Field Crop Production	3
PLSC 408 Cereal Science	3
PLSC 438 Pesticides in the Environment	3
PLSC 451 Vegetable Crops	3
PLSC 480 Field Trip (up to 3 credits)	1
PLSC 490 Potato Science	3
SOIL 206 The Soil Ecosystem Lab	1
Crop Management electives (15 cr):	
AGEC 302 Managerial Economics: Consumption & Markets	3
AGEC 356 Agricultural and Rural Policy	3
AGEC 447 International Development Economics	3
ASM 107 Beginning Welding	2
ASM 112 Introduction to Agricultural Systems Management	3
ASM 409 Agricultural Tractors, Power Units and Machinery Management	3
ECON 202 Principles of Microeconomics	3
ENT 322 General and Applied Entomology	4
GENE 314 General Genetics	3
PLSC 401 Plant Physiology	3
PLSC 415 Plant Pathology	3
PLSC 446 Plant Breeding	3
SOIL 446 Soil Fertility	3
SOIL 425 Microbial Ecology	3
STAT 251 Statistical Methods	3
Professional Support Electives (6 cr):	
AGEC 411 The World of International Agribusiness	1
AGEC 419 Development and Analysis of Enterprise Budgets	1
AVS 109 The Science of Animals that Service Humanity	3
CHEM 275 Carbon Compounds	3
CHEM 276 Carbon Compounds Lab	1
PLSC 201 Principles of Horticulture	3
PLSC 205 General Botany	4
PLSC 207 Introduction to Biotechnology	3
PLSC 300 Plant Propagation	3
PLSC 398 Internship (up to 3 credits)	1-6
PLSC 410 Invasive Plant Biology	3
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 440 Advanced Laboratory Techniques	4
PLSC 488 Genetic Engineering	3
STAT 431 Statistical Analysis	3

Courses to total 120 credits for this degree