

## University of Idaho

## 2019 – 2020 University Faculty Meeting Agenda

Meeting #3

Wednesday, February 26, 2020 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and  
ZOOM to approved site locations

Provost and Executive Vice President John Wiencek (Standing in for President Scott Green)

- I. Call to Order – Provost/EVP John Wiencek
- II. In Memoriam – Provost/EVP John Wiencek
- III. Meeting Logistics – Faculty Secretary Francesca Sammarruca
- IV. Quorum – Faculty Secretary Francesca Sammarruca
- V. Approval of Minutes (vote) – Provost/EVP John Wiencek
  - Minutes of the 2019-2020 University Faculty Meeting #2 (December 11, 2019) **Attach. #1**
- VI. Announcements – Provost/EVP John Wiencek
- VII. Special Orders–Faculty Senate Chair Terry Grieb
  - Proposed Changes/Additions to Faculty-Staff Handbook (vote)
    - UP-20-005: FSH 1565-C **Attach. #2**
    - UP-20-013: FSH 3240, 1565, 3120 **Attach. #3**
    - UP-20-015: FSH 1640.87, FSH 1640.88 **Attach. #4**
  - Proposed Changes to the University of Idaho Catalog (vote)
    - UCC-20-24: CNR Program Change **Attach. #5**
    - UCC-20-26: CNR Program Discontinuation **Attach. #6**
    - UCC-20-38a: CEHHS Program Discontinuation **Attach. #7**
    - UCC-20-38b: CEHHS Certificate Discontinuation **Attach. #8**
    - UCC-20-19c: CEHHS Program Discontinuation **Attach. #9**
    - UCC-20-38d: CEHHS Program Change **Attach. #10**
    - UCC-20-38e: CEHHS Program Change **Attach. #11**
    - UCC-20-31: Program Discontinuation in Music **Attach. #12**
    - UCC-20-28: COE Program Change (addition of Certificate) **Attach. #13**
    - UCC-20-38f: CEHHS Rexburg Expansion Discontinuation **Attach. #14**
    - UCC-20-45: CAA IAD Name Change **Attach. #15**
    - UCC-20-41: Cybersecurity Degree Addition **Attach. #16**
    - UCC-20-47: Geography Minor Addition **Attach. #17**
    - UCC-20-48: Graduate Certificate in Remote Sensing Addition **Attach. #18**

- UCC-20-50: Master of Natural Resources, Addition of Option **Attach. #19**
- UCC-20-51: International Agriculture Minor Addition **Attach. #20**
- UCGE: Stopgap Proposal for the ISEM Program: **Attach. #21**
  
- Proposed Changes/Additions to Faculty-Staff Handbook (no vote)
  - UP-20-052: FSH 3910 **Attach. #22**
  
- Administrative Procedures Manual (Informational Item – no Vote)
  - UP-20-014: APM 20.01 **Attach. #23**

## VIII. Adjournment

### Attachments:

- **Attach. #1** Minutes of the 2019-2020 University Faculty Meeting #2 (December 11, 2019)
- **Attach. #2** UP-20-005: FSH 1565-C
- **Attach. #3** UP-20-013: FSH 3240, 1565, 3120
- **Attach. #4** UP-20-015: FSH 1640.87, FSH 1640.88
- **Attach. #5** UCC-20-24: CNR Program Change
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University of Idaho

2019 – 2020 University Faculty Meeting Minutes – Pending Approval

Meeting #2

Wednesday, December 11, 2019 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and  
ZOOM to approved site locations

President Scott Green Presiding

- I. President Green called the meeting to order at 2:36pm (PT).
- II. President Green read the names of faculty members who died since the last General Faculty Meeting:

Walter Kochan  
Professor Emeritus of Plant Physiology/Horticulture  
October 2019

Jack Vincent  
Borah Professor Emeritus of International Relations  
September 2019

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

- III. Meeting Logistics:

Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She listed the 4 approved voting venues and their locations and read the names of the 4 approved counters for each location: Penny Tenuto (Boise); Jim Ekins (CDA); Michael McKellar (Idaho Falls); Benton Glaze (Twin Falls). Assistant to the Senate Celi Rivera and other volunteers will be the counters for Moscow. Off-campus participants should ask questions via ZOOM chat, while Moscow participants should come forward to one of the microphones for questions or comments.

- IV. A quorum was present. 107 voting members of the faculty were required for a quorum, 109 members were present (Moscow - 95, Boise - 2, Idaho Falls - 5, Twin Falls - 2, CDA - 5).
- V. A motion (Kirchmeier/Grieb) to approve the minutes of the 2019-2020 University Faculty Meeting #1 (September 18, 2019) as distributed was approved unanimously.

VI. President Green announced that the Fall 2019 Commencement will take place on December 14, starting at 12:30pm, and encouraged everyone to attend this important event.

VII. Special Orders:

- Faculty Senate Chair Grieb reviewed the proposed policy changes/additions to the Faculty-Staff Handbook, UP-20-001. New section 3500 addresses the Promotion and Tenure procedures and replaces former sections 3520, 3560, and 3570. New section 3510 contains the updated Third Year Review process, while revised section 3530 addresses Non-Tenure Track Faculty Positions. Chair Grieb thanked the Faculty Affairs Committee and Committee Chair Alexandra Teague for their extensive efforts and Vice Provost Lawrence for his leadership throughout the project. Chair Grieb also recognized the contribution of new University Policy Coordinator, Diane Whitney, who is responsible for policy review.

The floor was opened to discussion. Jennifer Johnson Leung (Mathematics) inquired about the location in FSH 3500 of “compassionate extensions” of the promotion and tenure timeline. In response, FSH 3500 C-4, which addresses extensions for childbirth or adoption (C-4a) and other circumstances (C-4b), was displayed.

Kenton Bird (JAMM) asked why the (former) presumption in favor of promotion (in the case where a candidate’s application reaches the university-level promotion committee with unanimously positive votes) was removed. Vice Provost Lawrence explained that, with the former presumption in favor, the university-level committee did not review cases coming to them with unanimously positive votes. This took away an opportunity for review at the top level, which may not be in the candidate’s best interest since the President is not bound to follow the earlier recommendations. Furthermore, in the new policy the university-level committee makes recommendations for both promotion and tenure. By removing the formerly stated presumption, everyone is fully reviewed at the university-level, irrespective of previous votes.

Hearing no more questions, Senate Chair Grieb called for a vote on the seconded motion from Faculty Senate to approve the above changes and additions to the Faculty-Staff Handbook. The motion carried with 92 votes in favor and 0 votes against.

- The next item from Faculty Senate was the proposed changes to the University of Idaho Catalog, UCC-20-011, Fall 2020 and Spring 2021 Final Exam Schedules. The proposed changes passed unanimously.
- The last item presented by Faculty Senate was a change to the Administrative Procedure Manual, UP-20-003: APM 20.25: Non-Capital Inventories Control Policy. There were no questions or comments on this informational item.

VIII. President’s Remarks:

The President thanked the Senate for their work through a busy semester.

He noted that this Fall U of I will graduate 612 students and asked everyone to join him in celebrating their accomplishments.

President Green moved to the budget challenge. He displayed the reductions, regrouped by executive level, to the fiscal year 2021 General Education base budget. Advancement brought in \$51.8 million last year and was not charged with any reductions. Budgets were also left intact for University Communications and Marketing so that they may continue working on student recruiting together with Strategic Enrollment Management.

Vice presidents, deans, and unit heads are developing plans, due January 1, to address the projected \$22 million shortfall. The work is being done in a collaborative and systematic way. President Green has been holding “town halls” in colleges and units to communicate and listen (as allowed by his frequent travel to Boise). Every college will have the opportunity to share their thoughts in a town hall.

Voluntary furlough was one of the suggested strategies. So far, 700 hours of voluntary furlough have been taken. The President expressed appreciation to those employees for their willingness to help the university.

The President gave a brief update on the Voluntary Separation Incentive Program (VSIP) and the Optional Retirement Incentive Program (ORIP). The application deadline is Friday, December 13. A total of 131 people have applied to ORIP or VSIP as of December 6. ORIP and VSIP applications represent about 6 million and 3 million in salary, respectively.

Other possible strategies include program prioritization (academic programs will go through the process first), public-private partnerships (P3), and centralizing services. President Green emphasized that P3 is different than outsourcing. P3 is “financial engineering” that generates money while outsourcing is an operational restructuring that saves money. P3 is a source of additional revenue, as it sets up funds which last through lease terms. Centralization of services, which is often misunderstood, is meant here as “distributed centralization”. It is about stronger communication lines with the colleges to be able to move resources around more effectively.

Other ideas being considered include: contract non-renewals (a painful step to take); not filling vacant positions (these decisions must be made carefully and with the university’s best interest in mind); organizational restructuring (in the sense of reformulating/combining areas for the purpose of efficiency, possibly also at the state level, by sharing resources with our sisters institutions); and (if unavoidable), university-wide salary reductions and mandatory furlough. The last option is one that the President hopes we never need to enact.

The Sustainable Financial Model Working Group proceeds with their tasks and will meet again in February. Their mandate is to focus on how we fund colleges and support services, not on where to cut. This group has broad representation across campus. Although the next few months will be difficult, this process will help us invest in strategic areas that support student success, research, and enable us to “tell our story”.

Other working groups have been formed or are in operation. A Student Success Working Group has been convened to present ideas from the student perspective. This group will include representatives from ASUI, Greek Life, Multicultural Affairs, LGBTQA Office, Graduate and Student Professional Association, and Student Bar Association.

Shortly, we will launch a working group charged with planning our path to R-1. Brad Ritts, associate vice president for research, will chair that group. It will have diverse

representation, including members from the College of Graduate Studies, College of Science, CALS, College of Engineering, CLASS, Education, and CNR. There will also be student and external representatives. Communication about this initiative will be coming out soon.

We are making progress with our enrollment initiatives. There is a 1.9% increase in our freshman undergraduate enrollment. Graduate student enrollment is also up. We need to work on student retention, which is down slightly to 77.3%. This is a priority area. Reaching out to struggling students to provide advising can make a difference. It is good news that increasing numbers of high school students are attending our recruitment events. Preliminary figures for next spring are encouraging. More than 1 million emails were sent out since August to prospective students. Faculty are an important part of our recruitment effort. They are encouraged to visit the high schools to talk about their discipline, their research, and available opportunities. This work complements the efforts by recruitment staff. To be sure that all efforts are coordinated, faculty should email [SEM@uidaho.edu](mailto:SEM@uidaho.edu) when planning to visit schools. A faculty “tool kit” will be available to them.

We are meeting our fundraising goals. We raised \$51.8 million in the last fiscal year. Our Priority is the Vandal Promise Scholarship, critical to getting students to college by closing the \$5,000 funding gap. Twenty-two students have benefited this semester and more will be added next year.

We received a \$1 million donation from J.R. Simplot Company which put us over the top on CAFÉ and helped us unlock \$10 million appropriated by the state of Idaho. Building the nation’s largest research dairy facility will enable completely new research on dairy operations. As the 3<sup>rd</sup>-largest dairy producer in the country, Idaho will provide insight into the industry’s impact on land, water and the environment, as well as opportunities in energy.

Large projects such as CAFE, ICCU Arena and other capital projects are primarily funded by outside donors, such as the state and other sources. Funds are restricted – cannot be used for university operations. Thus, we would still have the same operating deficit if we didn’t have these projects. So, we can go ahead and benefit from these projects in the future or lose the funds and still have the same operating deficit.

We are working collaboratively with our partners. We helped cut the ribbon on two new buildings at INL in October. The Collaborative Computing Center (C3) building and the new Cybercore Integration Center builds on a 65 year-long partnership with INL. This is an opportunity for us to again be leaders in cyberspace. Furthermore, U of I helped open the new DeArmond College and University Center at NIC in Coeur d’Alene last September.

There is hard work to be done when we return in January. It will be important to stay united and focus on our future. We can provide great value and the highest quality and we can be proud of our university. The President concluded his remarks with best wishes for the holiday season.

The President opened the Q&A session.

Kenton Bird (JAMM) thanked President Green for his positive attitude, accessibility, and transparency. He asked whether, less than 4 weeks away from the opening of the Idaho legislative session, there is hope to have any relief from the legislature, particularly from the 2% holdback requested by the Governor for the following fiscal year. He also asked what the top three priorities are for the 2020 Idaho legislature, in terms of what the president would

like to see accomplished. Further, Bird asked what we, as private “citizens”, can do to help with the university agenda moving forward.

President Green replied that he does not expect much support from the legislature at this point. He did emphasize that no tuition increase is a priority. Although we need tuition money, we must find a balance in order to be competitive with neighboring institutions. He has been in Boise often in the recent past and made our case with the Governor and the House Leadership. The President noted that these communications are in progress and not much more could be reported at the present time.

Holly Wickman (identifying herself as someone who works for the University of Idaho as a whole) expressed concerns that the business model might promote isolation rather than cooperation. She asked how the university plans to reward cooperative efforts among colleges.

In response, President Green agreed on the importance of cooperative efforts. He hopes that the new financial model will incorporate those values. He also noted that the Research Working Group may be of help with suggestions to address those concerns.

- IX. A motion to adjourn the meeting (Grieb/Kirchmeier) passed unanimously. The President adjourned the meeting at 3:30pm (PDT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty



# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  X Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **Section 1565: Academic Ranks and Responsibilities, Section C**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C)** Alexandra Teague, Chair, Faculty Affairs Committee

415-702-7104 / [ateague@uidaho.edu](mailto:ateague@uidaho.edu) / 19 September 2019

<b>Policy Sponsor, if different from Originator</b>	<b>Torrey Lawrence, Vice Provost for Faculty</b>	<b>10/11/19</b>
	Name	Date
5-7941 _____	tlawrence@uidaho.edu _____	
Telephone	Email	

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter 10/17/19 \_\_\_\_\_

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

Concerns were raised to Faculty Affairs Committee, by Professor Kenton Bird, that faculty were being asked to spend time on student recruitment and retention efforts, and that this work was not being counted on Position Descriptions or evaluations (or was being counted in different ways in different departments). FAC agreed that this was an issue and that FSH policy revision could help. The revisions are intended to help guide administrators and faculty in terms of how to fairly count faculty work on student recruitment and retention efforts. Some language was also revised for consistency among FSH sections.

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

none

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

none (except that this FSH revision should be considered when filling out or updating Position Descriptions or evaluations)

- 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]

*FSH*  
Appr. \_\_\_\_\_  
FC \_\_\_\_\_  
GFM \_\_\_\_\_  
Pres./Prov. \_\_\_\_\_  
[Office Use Only]

Track # \_\_\_\_\_  
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          web \_\_\_\_\_  
Register: \_\_\_\_\_  
(Office Use Only)

## ACADEMIC RANKS AND RESPONSIBILITIES

*PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called "Voxman Amendment" (the addition of 'in the classroom and laboratory' to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]*

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- B. Definitions
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- G. Temporary Faculty
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- I. Qualification of Non-faculty Members for Teaching UI Courses

**A. INTRODUCTION.** [rev. 7-98]

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources. [rev. 7-06]

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty

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to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH 3840]. *[ed. 1-10, rev. 7-14]*

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). *[ed. 1-08, 7-10, 7-14]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

#### **B. DEFINITIONS:** *[add. 1-10]*

**B-1. Advancement:** focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

**B-2. Cooperative education:** a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

**B-3. Distance education:** the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

**B-4. Extension Service:** Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

**B-5. Extramural Professional Service:** refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

**B-6. Interdisciplinary:** "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."<sup>1</sup>

**B-7. Professional Development:** a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

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<sup>1</sup> National Academy of Science

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**B-8. Service learning:** an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUT's volunteer/civic engagement programs).

**B-9. Technology transfer:** a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

**B-10. Unit Administration:** includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

**C. RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

**C-1. TEACHING AND ADVISING:** The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

**a. Instruction/Teaching:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, ed. 1-10]*

The validation of instruction-teaching may include Student Evaluations of Teaching (SETs), peer evaluations, self- assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10]*

**b. Advising and/or Mentoring Students:** For the purposes of this section, advising includes mentoring and student retention activities. These activities are. Advising students is also an important faculty responsibility and a key function of academic citizenship, and ~~Student advising~~ may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards

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for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

**a. Scholarship in Teaching and Learning:** can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

**b. Scholarship in Artistic Creativity:** involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

**c. Scholarship in Discovery:** involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other

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professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. [rev. 7-06]

**d. Scholarship of Integration:** often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. [add. 7-06]

**e. Scholarship of Outreach/Application/Engagement:** These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. [add. 7-06, rev. 1-10]

**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. [add. 1-10]

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her outreach activities will be counted. [rev. 1-10]

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. [rev. 1-10]

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**C-4. UNIVERSITY SERVICE AND LEADERSHIP:** The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

**b. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

**(2) Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

#### D. UNIVERSITY FACULTY (FSH 1520 Article II):

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**D-1. INSTRUCTOR:** Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

**a. Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

**b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

#### D-2. FACULTY:

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

**b. Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

**c. Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of

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academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

#### D-3. RESEARCH FACULTY:

**a. Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

#### D-4. EXTENSION FACULTY:

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

**b. Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

**c. Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

**d. Extension Faculty with Rank of Professor.** In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

#### D-5. LIBRARIAN:

**a. Librarian with Rank of Instructor.** Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

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**b. Librarian with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

**c. Librarian with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [*ed. 1-10*]

**d. Librarian with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [*ed. 1-10*]

#### D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

**a. Psychologist with Rank of Instructor.** Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

**b. Psychologist or Licensed Psychologist with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

**c. Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of

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publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

**d. Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

**D-7. OFFICER-EDUCATION:** Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

**a. Academic Preparation.** It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

**b. Specialized Preparation.** The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

**c. Military Background and Preparation.** A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

**d. Teaching.** It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

**e.** Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

**f. Appointment:**

**1.** The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or

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potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [*rev. 7-12*]

**b. Selection Process:** University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with

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<sup>2</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
  - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

**c. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances

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the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

**E. EMERITI. (FSH 1520 II-2)**

**E-1. ELIGIBILITY.** A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. *[add. 1-12]*

**E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES.** Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

**E-3. EMPLOYMENT OPPORTUNITIES.** *[add. 1-12]*

- a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*
- b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.
- c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

**E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION.** *[ren. 7-12]*

- a. Departmental mailboxes continue to be available to emeriti who reside locally.
- b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*
- c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.
- d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*
- e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.
- f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.
- g. Departmental postage may be used for professional mail.
- h. Offices for emeriti are provided on a space-available basis.

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- i. One, free non-transferable gold parking permit each year. *[rev. 1-08]*
- j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.
- k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.
- l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.
- m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.
- n. Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and [offered software](#). *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

**E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM.** Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. *[ed. 1-10, ren. 7-12]*

**E-6. MAINTENANCE OF TIES WITH EMERITI.** The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. *[ed. 1-08, 7-09, ren. 7-12]*

**F. ASSOCIATED FACULTY:** Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

**F-1. AFFILIATE FACULTY:** *[ren. 7-98, 1-08, rev. 7-10]*

**a. General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

**b. Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

**c. Distinction between Affiliate and Adjunct Faculties.** Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are

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not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. [rev. 7-10]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

**e. Qualifications.** Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

**f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. [rev. 7-10]

**F-2. ADJUNCT FACULTY:** [rev. 7-10]

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**a. General.** The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [ed. 7-00, 1-08, rev. 7-10]

**b. Responsibilities.** Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

**c. Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. [ren. 1-10, rev. 7-10]

**d.** Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) [add. 1-10, rev. 7-10]

**e. Appointment.**

**1.** Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. [rev. 7-10]

**2.** Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. [rev. 7-10]

**3.** Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. [rev. 7-10]

**4.** Appointment information is recorded on the regular "Personnel Action" form.

**5.** The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]

**G. TEMPORARY FACULTY:** Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. [add. 1-10]

**G-1. LECTURER.** A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. [rev. 7-01, rev. 7-14]

**G-2. VISITING FACULTY.** A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g.,

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visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

**G-3. ACTING.** Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

**G-4. ASSOCIATE.** A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. [*ed. 1-10*]

**H. NON-FACULTY:** Those within this category are not members of the faculty. [*ed. 1-10*]

**H-1. POSTDOCTORAL FELLOW.** Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of "temporary or special" (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] [*ed. 1-10*]

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.] [*rev. 7-13, 7-18*]

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant's effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. [*ed. 1-10, 7-18, rev. 7-13*]

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. [*ed. 1-10, 7-18, rev. 7-13*]

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant's program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. [*add. 7-18*]

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.



# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  X Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: Sections 3240 Hours of Operation and Rest Periods; 1565 Academic Ranks and Responsibilities; 3120 Faculty Obligations During Period of Appointment

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C)** Alexandra Teague, Chair, Faculty Affairs Committee

415-702-7104 / [ateague@uidaho.edu](mailto:ateague@uidaho.edu) / 9 December 2019

**Policy Sponsor, if different from Originator** \_\_\_\_\_

Name Date

Telephone Email

**Reviewed by General Counsel** \_\_\_Yes \_\_\_No Name & Date: \_\_\_\_\_

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

Earlier this semester, FAC member Crystal Kolden brought to our attention concerns in her department about the expectation that office hours be held only in person—given the existence of videoconferencing, and also potential issues of being in an office rather than a more public or otherwise safer place if a student is likely to be hostile. When FAC began to review the current language in 3240, we realized that not only did it fail to reflect the reality of contemporary office hours (e.g. that distance faculty hold only online hours), but that the description of office hours belonged with faculty responsibilities in Teaching and Advising in 1565-C, rather than with overall hours of operation for the university.

We moved the office hour section to 1565-C, and made changes to the language to preserve what we saw as the intent of office hours—opportunities for regularly scheduled, synchronous communication between faculty and students—with more flexible approaches to providing that opportunity.

We further found that the Hours of Operation in 3240 included some outdated material (e.g. the Motor Pool), as well as inaccurate information about hours, which prompted a revision of 3240.

Finally, 3240 Section A: Faculty Workloads, which was already cross-referenced with 3120 B, belonged in that section, where we have moved it, which necessitated some renumbering within that section.

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

none

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

none; the new location of the office hours information and clarified expectations should just be made clear to faculty and supervisors

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

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
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<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
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<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
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Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
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**UI FACULTY-STAFF HANDBOOK**

**CHAPTER THREE:**

**EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF**

July 2007 (editorial) January 2020

3240

**DUTY ASSIGNMENTS AND OFFICE HOURS/HOURS OF OPERATION AND REST PERIODS**

*PREAMBLE: This section was original to the 1979 Handbook and has had only minor editorial changes since and had only minor changes until 2019, when it was substantially revised. Policy on office hours was moved to FSH 1565, policy on faculty workloads was moved to FSH 3120, and policy in FSH 3240 on hours of operation was updated. ee. Further information may be obtained from the Provost's Office, (208-885-6448), the Office of the Faculty Secretary (208-885-6151), and the offices of the vice presidents.*

**A. FACULTY WORKLOADS.** Assignments of duties to academic personnel are made by college deans [1420 D] and departmental administrators [1420 E] in such a way that the schedule of course offerings will permit each student to complete his or her curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. [For a general statement of the service obligations of faculty members, see 3120 B.]

**B. DUTY AND OFFICE HOURS.**

**B-1. General Policy.** Instructional personnel are responsible for being available to students by appointment and at an appropriate number of office hours each week; schedules are to be posted near each faculty member's office door. Departmental administrators, college deans, and other administrative officers are responsible for overseeing the work schedules of the personnel under their jurisdiction.

**B-2. Major Offices.** Major UI offices are open from 8 a.m. to 5 p.m., including the noon hour. The cashier's window in the Controller's Office is open from 8:30 a.m. to 4:30 p.m. Departmental offices are normally open from 8 a.m. to noon and from 1 to 5 p.m. Facilities Management, Central Receiving/Stores, and Motor Pool are open from 7 to 11:30 a.m. and from 12:30 to 4 p.m.

**B-3. Summer Hours. A. Hours of Operation.** During the academic year, the hours of operation for UI offices are 8:00 a.m. to 5:00 p.m. During the summer (beginning on the Monday following spring commencement and until the day before fall-semester registration the beginning of fall semester) administrative offices are open from hours of operation are 7:30 a.m. to 11:30 a.m. and from 12:30 to 4:30 p.m. This special schedule does not affect the academic schedule or the working hours of personnel in Facilities Management, Central Receiving/Stores, or Motor Pool. Some offices may be closed for a lunch hour. [Rev. 1-20]

**B-4. Rest Periods.** Employees may take a 15-minute rest period during each four-hour period worked, provided the supervisor determines that work conditions permit it. The breaks are to be taken at times approved by supervisors and cannot be accumulated. (NOTE: Expenditure of UI funds to provide refreshments for breaks is not permitted.) [Ed. 1-20]

**C. HOLIDAYS.** Holidays recognized by the state of Idaho are listed in 3460 F. [ed. 12-18]

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1565

ACADEMIC RANKS AND RESPONSIBILITIES

*PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]*

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- A. Introduction
- B. Definitions
- C. Responsibility Areas
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- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

**A. INTRODUCTION.** [rev. 7-98]

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources. [rev. 7-06]

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty

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to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)]. [*ed. 1-10, rev. 7-14*]

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). [*ed. 1-08, 7-10, 7-14*]

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). [*add. 1-10*]

#### **B. DEFINITIONS:** [*add. 1-10*]

**B-1. Advancement:** focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

**B-2. Cooperative education:** a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

**B-3. Distance education:** the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

**B-4. Extension Service:** Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

**B-5. Extramural Professional Service:** refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

**B-6. Interdisciplinary:** "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."<sup>1</sup>

**B-7. Professional Development:** a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

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<sup>1</sup>National Academy of Science

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**B-8. Service learning:** an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

**B-9. Technology transfer:** a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

**B-10. Unit Administration:** includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

**C. RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

**C-1. TEACHING AND ADVISING:** The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

**a. Instruction:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, ed. 1-10]*

The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10]*

**b. Advising and/or Mentoring Students:** Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

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c. Office Hours: To provide students with the opportunity for regularly scheduled, synchronous communication, faculty with teaching duties must offer office hours each week. Faculty may meet with students in person or using technology such as videoconferencing. Schedules are to be posted near each faculty member's office door and, as appropriate, on the course website. College or unit bylaws may specify a minimum number of office hours.

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

**a. Scholarship in Teaching and Learning:** can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

**b. Scholarship in Artistic Creativity:** involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

**c. Scholarship in Discovery:** involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of

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university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

**d. Scholarship of Integration:** often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. *[add. 7-06]*

**e. Scholarship of Outreach/Application/Engagement:** These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. *[add. 7-06, rev. 1-10]*

**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. *[add. 1-10]*

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her outreach activities will be counted. *[rev. 1-10]*

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a

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professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

**C-4. UNIVERSITY SERVICE AND LEADERSHIP:** The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

**b. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

**(2) Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well

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as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

#### D. UNIVERSITY FACULTY (FSH 1520 Article II):

**D-1. INSTRUCTOR:** Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

**a. Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

**b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

#### D-2. FACULTY:

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

**b. Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

**c. Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by

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several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

#### **D-3. RESEARCH FACULTY:**

**a. Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

#### **D-4. EXTENSION FACULTY:**

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

**b. Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

**c. Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

**d. Extension Faculty with Rank of Professor.** In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

#### **D-5. LIBRARIAN:**

**a. Librarian with Rank of Instructor.** Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific

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positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

**b. Librarian with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

**c. Librarian with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [*ed. 1-10*]

**d. Librarian with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [*ed. 1-10*]

#### D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

**a. Psychologist with Rank of Instructor.** Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

**b. Psychologist or Licensed Psychologist with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

**c. Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or

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seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

**d. Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

**D-7. OFFICER-EDUCATION:** Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

**a. Academic Preparation.** It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

**b. Specialized Preparation.** The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

**c. Military Background and Preparation.** A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

**d. Teaching.** It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

**e.** Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

**f. Appointment:**

**1.** The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff

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colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [*rev. 7-12*]

**b. Selection Process:** University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee

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<sup>2</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
  - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

**c. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean,

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subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

#### **E. EMERITI. (FSH 1520 II-2)**

**E-1. ELIGIBILITY.** A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. *[add. 1-12]*

**E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES.** Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

#### **E-3. EMPLOYMENT OPPORTUNITIES.** *[add. 1-12]*

- a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*
- b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.
- c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

#### **E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION.** *[ren. 7-12]*

- a. Departmental mailboxes continue to be available to emeriti who reside locally.
- b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*
- c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.
- d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*
- e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.
- f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.
- g. Departmental postage may be used for professional mail.

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**h.** Offices for emeriti are provided on a space-available basis.

**i.** One, free non-transferable gold parking permit each year. *[rev. 1-08]*

**j.** Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

**k.** Emeriti are included in appropriate university, college, and departmental faculty-staff functions.

**l.** In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

**m.** There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

**n.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and [offered software](#). *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

**E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM.** Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. *[ed. 1-10, ren. 7-12]*

**E-6. MAINTENANCE OF TIES WITH EMERITI.** The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. *[ed. 1-08, 7-09, ren. 7-12]*

**F. ASSOCIATED FACULTY:** Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

**F-1. AFFILIATE FACULTY:** *[ren. 7-98, 1-08, rev. 7-10]*

**a. General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

**b. Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

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**c. Distinction between Affiliate and Adjunct Faculties.** Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. [rev. 7-10]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

**e. Qualifications.** Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

**f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. [rev. 7-10]

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#### **F-2. ADJUNCT FACULTY:** *[rev. 7-10]*

**a. General.** The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] *[ed. 7-00, 1-08, rev. 7-10]*

**b. Responsibilities.** Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. *[rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]*

**c. Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. *[ren. 1-10, rev. 7-10]*

**d.** Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) *[add. 1-10, rev. 7-10]*

#### **e. Appointment.**

**1.** Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. *[rev. 7-10]*

**2.** Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. *[rev. 7-10]*

**3.** Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. *[rev. 7-10]*

**4.** Appointment information is recorded on the regular "Personnel Action" form.

**5.** The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. *[rev. 7-10]*

**G. TEMPORARY FACULTY:** Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[add. 1-10]*

**G-1. LECTURER.** A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. *[rev. 7-01, rev. 7-14]*

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**G-2. VISITING FACULTY.** A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

**G-3. ACTING.** Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

**G-4. ASSOCIATE.** A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. [*ed. 1-10*]

**H. NON-FACULTY:** Those within this category are not members of the faculty. [*ed. 1-10*]

**H-1. POSTDOCTORAL FELLOW.** Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] [*ed. 1-10*]

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.] [*rev. 7-13, 7-18*]

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. [*ed. 1-10, 7-18, rev. 7-13*]

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. [*ed. 1-10, 7-18, rev. 7-13*]

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. [*add. 7-18*]

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including

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continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

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FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

*PREAMBLE: This section describes the various periods of time for which faculty may be appointed and what the service obligations of faculty are during their appointments. It also notes what kinds of teaching services are not covered in the basic appointment. This section combines two sections of the 1979 Handbook, both of which have undergone only editorial changes since their appearance. Unless otherwise noted, the text is as of July 1996. Section C was removed in 2002 with the approval of new language in 3480. Section B-1 was moved from FSH 3240 and former section B-3 removed in 2020. Further information is available from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-02, rev. 1-20.]*

CONTENTS:

- A. Periods of Appointment
- B. Service Obligation

**A. PERIODS OF APPOINTMENT.** Professional academic personnel are regularly appointed for service either (1) during the academic year (in this context, the "academic year" encompasses the nine full months ending the day after the close of the spring semester) or (2) for the fiscal year beginning on July 1.

**B. SERVICE OBLIGATION.**

**B-1. Service and Faculty Workloads.** Assignments of duties to academic personnel are made by college deans (FSH 1420 D)† and departmental administrators (FSH 1420 E)† in such a way that the schedule of course offerings will permit each student to complete his or her curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in FSH 3260. [Rev. 1-20]

**B-21. Academic-Year Appointments** (see FSH 3710 B-1 c). Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). [ed. 1-12]

**B-32. Fiscal-Year Appointments** (see FSH 3710 B-1 b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year. [ed. 1-12]

~~**B-3. Service.** Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in 3260.~~

**B-4. Summer Session Appointments.**

**a.** Full-time summer appointments generally call for a basic teaching load of six or seven credits during eight weeks of service. If the basic teaching load is less than six credits or requires less than eight weeks of service, the summer salary may be prorated accordingly. In addition to the basic teaching load of six or seven credits, faculty load may be increased by the assignment of students registered for research and thesis, directed study, etc. Furthermore, faculty members on summer appointment are expected to perform other routine duties, such as student advising and committee work. [See also FSH 3420 E-4.]

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3120: Faculty Obligations During Period of Appointment

July 2000

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**b.** The selection of faculty members to teach during summer session is based on program needs. In some cases it may be desirable to appoint visiting faculty instead of resident faculty members.

**c.** Summer appointments are made as soon as practicable following final development of the summer program. This generally means that a faculty member may be approached by the departmental administrator or dean as early as the preceding September to ascertain his or her interest in teaching during the following summer session. The plan for the summer program is generally completed by February 1, and recommendations for summer appointments are normally submitted to the president in March or April.



# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition X Revision\*  Deletion\*  Emergency  Minor Amendment  
Chapter & Title: **1640.87 TEACHING AND ADVISING COMMITTEE**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C)** TeAC – Aaron Johnson Chair \_\_\_\_\_ **Sept 18, 2019**  
Name Date

5-  
5489 \_\_\_\_\_ aaronj@uidaho.edu \_\_\_\_\_  
Telephone Email

**Policy Sponsor, if different from Originator** Cher Hendricks, VP for Academic Initiatives \_\_\_\_\_  
Name Date

5-  
6448 \_\_\_\_\_ cherhendricks@uidaho.edu \_\_\_\_\_  
Telephone Email

**Reviewed by General Counsel** \_\_\_\_\_ No Name & Date: \_\_\_\_\_

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual. FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus around advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
There is no direct fiscal impact to the organization.
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
None known
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
July 1, 2020

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.: \_\_\_\_\_  
Posted: t-sheet \_\_\_\_\_  
          h/c \_\_\_\_\_  
          web \_\_\_\_\_  
Register: \_\_\_\_\_  
(Office Use Only)

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January XX 20182019

1640.87

**UNIVERSITY TEACHING AND ADVISING COMMITTEE**

*[Substantially revised in 7-05, 7-06]*

**A. FUNCTION.** ~~This committee will serve in an advisory capacity to the Vice Provost of Academic Initiatives. The specific functions of this committee are:~~ *[rev. 7-08, 1-18, 10-19]*

**A-1.** To promote a faculty and administrative culture dedicated to the enhancement of teaching ~~and advising quality and learning outcomes across all instructional modalities.~~ *[rev. 10-19]*

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**A-2.** ~~To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.~~

**A-32.** ~~—To review and make recommendations concerning policies and procedures, which that affect teaching, advising, and the assessment of student, program and institutional learning outcomes.~~ *[rev. 10-19]*

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**A-43.** ~~—To monitor and advise on matters relating to the processes and content of sStudent tTeaching eEvaluations and sStudent lLearning oOutcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, dDeans, uUnit lLeaders, and fFaculty.~~ *[ed. 7-09, rev. 10-19]*

**A-5.** ~~To review and make recommendations concerning the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students.~~ *[rev. 1-18]*

**A-6.** ~~—To publicize awards, review proposals, and select recipients for the Teaching and Advising Excellence Awards.~~

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**A-7.** ~~To serve as an advisory resource for the Registrar to address the prioritization of the classroom use, maintenance, and improvements.~~ *[ren. 1-18]*

**A-84.** ~~To work in conjunction with Faculty Senate's Information Technology Committee (FSH 1640.55) to advise the director of CETL and the Chief Information Officer (CIO) on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09, 9-15, ren. & ed. 1-18] To serve as an advisory resource for the Director of the Center for Excellence in Teaching and Learning to promote effective teaching.~~ *[rev. 10-19]*

**B. STRUCTURE.** Six faculty members, ~~preferably~~ some of whom have received university-level teaching ~~awards; and advising awards,~~ an associate dean, ~~or college level advisor,~~ a departmental staff advisor, the director of general education, an undergraduate or graduate student, ~~and non-voting members~~ a representative from the Office of Instructional Institutional Effectiveness ~~(without vote),~~ and Accreditation ~~(without vote),~~ University Advising Services, and the Director of the Center for Excellence in Teaching ~~and~~ Learning, or designee ~~(without vote).~~ *[rev. 7-08, 1-18, 10-19, ed. 8-12]*

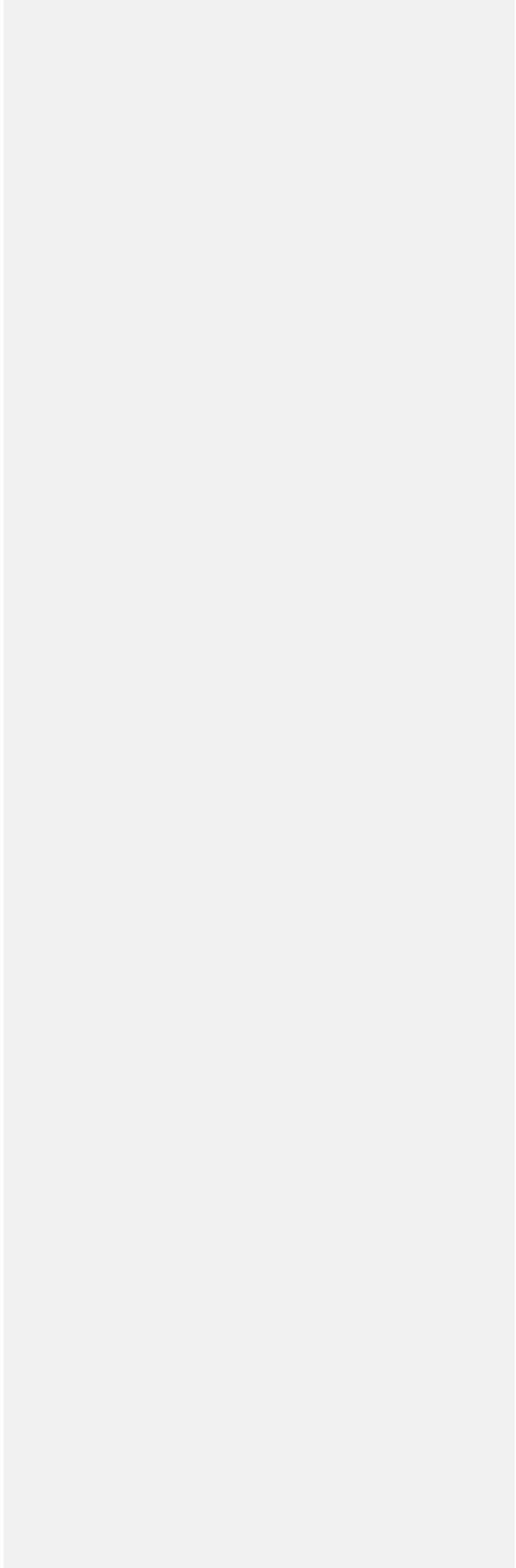
**UI FACULTY-STAFF HANDBOOK**

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

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# POLICY COVER SHEET

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### Faculty Staff Handbook (FSH)

X Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **1640.88 UNIVERSITY ADVISING COMMITTEE**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) TeAC – Aaron Johnson Chair \_\_\_\_\_ **Sept 18, 2019**  
Name Date

5-  
5489 \_\_\_\_\_ aaronj@uidaho.edu \_\_\_\_\_  
Telephone Email

Policy Sponsor, if different from Originator Cynthia Castro, Dir. of Student Success Initiatives \_\_\_\_\_  
Name Date

5-  
1021 \_\_\_\_\_ cynthiacastro@uidaho.edu \_\_\_\_\_  
Telephone Email

Reviewed by General Counsel \_\_\_\_\_ No Name & Date: \_\_\_\_\_

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual. FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus around advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? There is no direct fiscal impact to the organization.
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. None known
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. July 1, 2020

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr.  
& Date:  
\_\_\_\_\_

*APM*  
F&A Appr.: \_\_\_\_\_

*FSH*  
Appr. \_\_\_\_\_  
FC \_\_\_\_\_  
GFM \_\_\_\_\_

Track # \_\_\_\_\_  
Date Rec.: \_\_\_\_\_  
Posted: t-sheet \_\_\_\_\_  
h/c \_\_\_\_\_

1640.8788

~~TEACHING AND UNIVERSITY ADVISING~~ COMMITTEE

*{Substantially revised in 7-05, 7-06}*

**A. FUNCTION.** For the purposes of this policy, advising includes mentoring and retention activities. ~~This committee will serve in an advisory capacity to the Vice Provost of Academic Initiatives. The specific functions of this committee are: {rev. 7-08, 1-18}~~

~~A-1. To promote a faculty and administrative culture dedicated to the enhancement of teaching and effective student advising.~~

~~A-2. To advise and assist in organizing university wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.~~

~~A-32. —To review and make recommendations concerning policies and procedures, which affect teaching, that affect student advising, and mentoring, counseling, and the assessment of student learning outcomes.~~

~~A-43. —To monitor the processes and structure of student advising content of Student Teaching Evaluations and Student Learning Outcomes, program and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Deans, Unit Leaders, and faculty. {ed. 7-09}~~

~~A-54. To serve as an advisory resource for Executive Director of Student Success Initiatives to promote effective student advising. To review and make recommendations concerning the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students. {rev. 1-18}~~

~~A-6. To publicize awards, review proposals, and select recipients for the Teaching and Advising Excellence Awards.~~

~~A-7. To serve as an advisory resource for the Registrar to address the prioritization of the classroom use, maintenance, and improvements. {ren. 1-18}~~

~~A-8. To work in conjunction with Faculty Senate's Information Technology Committee (FSH 1640.55) to advise the director of CETL and the Chief Information Officer (CIO) on electronic hardware and software needs to support teaching, advising, and mentoring. {ed. 7-08, 7-09, 9-15, ren. & ed. 1-18}~~

**B. STRUCTURE.** ~~Six-Five~~ faculty members, preferably some of whom have received university-level or college-level teaching and advising awards; an associate dean; or a college level professional academic advisor; a University Advising Services associate director/lead advisor; a departmental staff advisor, the director of general education, an two undergraduate or graduate student; and non-voting members from the Office of Instructional Effectiveness and Accreditation, University Advising Services, and the Executive Director of the Center for Excellence in teaching & Learning Student Success Initiatives, or designee (without vote). *{rev. 7-08, 1-18, ed. 8-12}*

College of Natural Resources  
Proposed Catalog Changes  
Effective Summer 2020

PROPOSAL TO CHANGE THE B.S.RENEW.MAT. IN RENEWABLE MATERIALS TO  
B.S.FOR.SUS.PROD. IN FOREST AND SUSTAINABLE PRODUCTS

1. Make the following changes to the **B.S.Renew.Mat. in Renewable Materials**:

~~Renewable Materials (B.S.Renew.Mat.)~~  
Forest and Sustainable Products (B.S.For.Sus.Prod.)

The ~~Renewable Materials~~ Forest and Sustainable Products degree program is designed to fill the growing demand for professionals in the manufacture, marketing, and utilization of sustainable natural materials. Interdisciplinary coursework and project-based learning opportunities lead to a variety of career directions, including procurement of timber and other renewable materials; production management, marketing and distribution of bio-based products; green building materials selection, construction and design; and bio-based energy production systems.

**Rationale:** Effective catalog year 2012, the program was renamed Renewable Materials from Forest Products under the rationale that "renaming ... will appeal to broader audience and create new recruitment opportunities" (UCC-12-034). While Renewable Materials embraces the broad scope of raw material resources studied under the degree program, it has been found to be ambiguous/nonspecific and extremely difficult to communicate to prospective students (i.e., high school juniors and seniors) and their parents; a very common response to the name of Renewable Materials is "what is that?" Furthermore, the degree name Renewable Materials created a significant divergence from the primary industry served by the program - forest products - and conflicts with how the industry is identified by other state entities (e.g., Idaho Forest Products Commission, Idaho Department of Commerce, Idaho Department of Labor). Another rationale given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, it declined.

The proposed change to Forest and Sustainable Products returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.

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

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input checked="" type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Charles Goebel	Email:	cgoebel@uidaho.edu
Department/Unit:	Department of Forest, Rangeland and Fire Sciences		
College:	College of Natural Resources		
Current Program Name:	Renewable Materials	<input type="checkbox"/>	Graduate
	B.S. Renewable Materials	<input checked="" type="checkbox"/>	Undergraduate
Current program credits:	120 credits to graduate (65-83 degree-12-specific credits)		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:			
CIP Code:	New (list requested code):		Existing (list the current code):
What is the financial impact of the requested change:	Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>	Less than \$250,000 per FY;
Describe the financial impact:	Primary cost of name change is associated with recruitment materials (< \$2,000).		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	Yes	<input checked="" type="checkbox"/>	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	Yes	<input type="checkbox"/>	No
Please write the geographical location that this program will be offered:	Moscow Campus		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/>	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			

When will assessment activities occur and at what frequency?

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:	Degree: Renewable Materials (B.S. Renew. Mat.)		
New name of component or degree:	Degree: B.S. in Forest and Sustainable Products		
Number of credits:	120 to graduate		
Describe the modification are you making:	Not applicable		
Name of major or degree that the component is attached to:	Not applicable		
Describe rationale for the modification:	<p><b>Background:</b> Effective catalog year 2012 program was renamed <i>Renewable Materials</i> from <i>Forest Products</i> under the rationale that “renaming ... will appeal to broader audience and create new recruitment opportunities” (UCC-12-034). While Renewable Materials embraces the broad scope of raw material resources studied under the degree program, it has been found to be ambiguous/nonspecific and extremely difficult to communicate to prospective students (i.e., high school juniors and seniors) and their parents; a very common response to the name of Renewable Materials is “what is that?” Furthermore, the degree name Renewable Materials created a significant divergence from the primary industry served by the program – forest products – and conflicts with how the industry is identified by other state entities (e.g., Idaho Forest Products Commission, Idaho Department of Commerce, Idaho Department of Labor). Another rational given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, it declined.</p> <p><b>Name Change:</b> The proposed change to <i>Forest and Sustainable Products</i> returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.</p>		
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/> Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
Are any of the learning outcomes changing:	<input type="checkbox"/> Yes – if yes fill out question below	<input checked="" type="checkbox"/>	No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:	
---	--

What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	Yes - if you select yes to this question, please attach all curriculum and course documents related to this.		No

**SIGNATURES - REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	12/0 (quorum)
Dept Chair Signature of Approval	 9/10/2019		
College Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	5/0
Dean Signature of Approval			



**FOREST, RANGELAND  
AND FIRE SCIENCES**  
College of Natural Resources  
875 Perimeter Drive MS 1133  
Moscow ID 83844-1133

## MEMORANDUM

**TO:** University Curriculum Committee

**FROM:** Charles Goebel, Department Head **PCG**

**DATE:** Spetember 10, 2019

**RE:** Change of prefix associated with Renewable Materials courses

The College of Natural Resources (CNR) has approved a proposed name change for the Renewable Materials (B.S. Renew. Mat.) degree to Forest and Sustainable Products (B.S. For. Sus. Prod.).

Assuming the proposed name change is approved, CNR is requesting that the prefix associated with all Renewable Materials courses be changed from RMAT to FSP.

**College of Natural Resources  
Proposed Catalog Changes  
Effective Summer 2020**

**PROPOSAL TO DISCONTINUE THE PARKS, PROTECTED AREAS, AND  
WILDERNESS CONSERVATION MINOR**

1. Discontinue the following minor:

**Parks, Protected Areas, and Wilderness Conservation Minor**

BIOL 314	Ecology and Population Biology	4
or FOR 221	Principles of Ecology	
NRS 490	Wilderness and Protected Area Management	3
or NRS 493	International Land Preservation and Conservation Systems	
WLF 440	Conservation Biology	3
Select 11 credits from the following:		11
AIST 401	Contemporary American Indian Issues	
GEOG 420	Land, Resources, and Environment	
HIST 424	American Environmental History	
NRS 304	Consrvation Social Sciences Field Studies	
NRS 386	Social-Ecological Systems	
NRS 475	Local and Regional Environmental Planning	
NRS 490	Wilderness and Protected Area Management	
NRS 493	International Land Preservation and Conservation Systems	
NRS 496	Monitoring Impacts in Protected Areas and Wilderness	
PHIL 452	Environmental Philosophy	
Total Hours		21
<b>Courses to total 21 credits for this minor</b>		

**Rationale:** Department has changed focus from recreation and protected areas, to different areas of focus including policy and integrating social and natural sciences. We no longer have faculty teaching several key courses in the minor. The only way that a student can get the minor is through Semester in the Wild; therefore it is not accessible to the majority of students.

Very low impact to current students. Only 2 students (both seniors) are in the minor currently and we will be able to help them by filling out appropriate substitution/waivers if applicable.



PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM

(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

- 1. New component (option, minor, emphasis, concentration or specialization)
- 2. New certificate (30 credits or less)
- 3. Change to program name or title, degree, department, division, college or center
- 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)
- 5. Discontinuation of a certificate (30 credits or less)
- 6. CIP Code change
- 7. Other, please describe:

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Lee Vierling	Email:	<a href="mailto:leev@uidaho.edu">leev@uidaho.edu</a>	
Department/Unit:	Natural Resources and Society			
College:	CNR			
Current Program Name:	Parks, Protected Areas, and Wilderness Conservation Minor	<input type="checkbox"/>	Graduate	
		<input checked="" type="checkbox"/>	Undergraduate	
Current program credits:	21			
Primary Point of Contact (if different from above):		Email:		
Briefly describe the change you are requesting:	Discontinue minor			
CIP Code:		New (list requested code):	03.0201	Existing (list the current code):
		Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>	Less than \$250,000 per FY;
Describe the financial impact:	Negligible.			

Implementation/effective date of change or new component:	Catalog year 2020-2021		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	n/a		

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

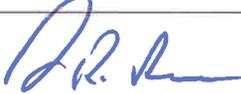
Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:	Department has changed focus from recreation and protected areas, to different areas of focus including policy and integrating social and natural sciences. We no longer have faculty teaching several key courses in the minor. The only way that a student can get the minor is through Semester in the Wild; therefore it is not accessible to the majority of students.
What is the student impact if any?	Very low impact to current students. Only 2 students (both seniors) are in the minor currently and we will be able to help them by filling out appropriate substitution/waivers if applicable.

Are there curriculum changes needed and/or do new courses need to be created:	Yes - if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
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**SIGNATURES - REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/16/2019	Vote Record:	Unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	9/23/2019	Vote Record:	Unanimous
Dean Signature of Approval			

**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Discontinue the **M.Ed.** and the **M.S. in Rehabilitation Counseling and Human Services:**

### **Rehabilitation Counseling and Human Services (M.Ed.)**

#### **Master of Education. Major in Rehabilitation Counseling and Human Services.**

Applicants for M.Ed. degree are expected to meet the requirements for the teaching certificate and one year of teaching experience.

### **Rehabilitation Counseling and Human Services (M.S.)**

#### **Master of Science. Major in Rehabilitation Counseling and Human Services**

General M.S. requirements apply.

**Rationale:** The program is being discontinued due to the anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

**Contact: Kathy Canfield-Davis**

# Idaho State Board of Education

## Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	August 2, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	M.Ed. or M.S.
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

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

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate        |
| <input type="checkbox"/> Other                     |  |

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date

---

President

Date

---

SBOE/Executive Director Approval

Date

**1. Provide rationale for the discontinuance.**

The anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

**2. Teach-out Plans/Options for currently enrolled students.**

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program’s last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

b. Is there an alternative program/major or field of study? If so, please describe.

No.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

**3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

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



4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

Our understanding is that ISU is considering a program in Rehabilitation Counseling, but does not yet have that approved. As far as we are aware there are no active Rehabilitation Counseling programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are related, but different from the UI program that offers certified rehabilitation counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One faculty member will be reassigned to assist with the doctoral program which is in significant need of additional resources.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance. There are no available funds as a result of this change. There was one open faculty line which has been used for budget reductions already.

**College of Education, Health, and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

**1. Discontinue the Rehabilitation Counseling Category R Graduate Academic Certificate:**

**Rehabilitation Counseling Category R Graduate Academic Certificate**

RCCHS 512	Theories and Applications of Counseling	3
RCCHS 530	Legislative and Philosophical Foundations in Working with People with Disabilities	3
RCCHS 531	Psycho-social Aspects of Disability	3
RCCHS 534	Rehabilitation and Community Case Management	3
RCCHS 535	Vocational Placement and Assistive Technology	3
RCCHS 536	Professional Issues, Ethics, and Law in Counseling	2
<b>Total Hours</b>		<b>17</b>

**Courses to total 17 credits for this certificate**

**Rationale:** The program is being discontinued due to the anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

Contact: Kathy Canfield-Davis

# Idaho State Board of Education

## Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	August 2, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	<b>Category R Graduate Academic Certificate</b>
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

Indicate whether this request is a discontinuation of either of the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input type="checkbox"/> Graduate Program                |
| <input type="checkbox"/> Undergraduate Certificate | <input checked="" type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other                     |  |

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

**1. Provide rationale for the discontinuance.**

The anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

**2. Teach-out Plans/Options for currently enrolled students.**

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program’s last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

- b. Is there an alternative program/major or field of study? If so, please describe.

No.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

**3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

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

4. 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	Headcount Enrollment in Category R graduate certificate Program				Number of students who completed Category R graduate certificate From Program			
	FY15-16__	FY16-17__	FY17-18__	FY18-19 (most recent)	FY15-16__	FY16-17__	FY17-18__	FY18-19 (most recent)
<b>BSU</b>								
<b>ISU</b>								
<b>UI</b>	*0	*0	*0	*0	*0	*0	*0	*0
<b>LCSC</b>								

Our understanding is that ISU is considering a program in Rehabilitation, but does not yet have that approved. As far as we are aware there are no active Rehab programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are slightly different from the UI program that offers certified rehab counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One faculty member will be reassigned to assist with doctoral study which is in significant need of additional resources as well.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There are no available funds as a result of this change. There was one open line which has been used for budget reductions already.

## Attachment #9

**College of Education, Health, and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Discontinue the **M.Ed.** and the **M.S. in School Counseling**:

**Rationale:** An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.

In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.

Contact: Kathy Canfield-Davis

# Idaho State Board of Education

## Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	7/31/2019 (note. Program has been inactive for many years.)
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Department of Leadership and Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	School Counseling
Degree/Certificate:	All (M.Ed., M.S.)
Method of Delivery:	All
CIP code:	13.1101
Proposed Discontinuation Date:	Summer 2019 or previous.  Note. The program has not been active for many years. An audit revealed there is no paperwork on file with the U of I documenting the closure of the program and thus this paperwork is seeking to serve that purpose. Per the IEA dataset, the last M.Ed. degree awarded was in AY 13-14, and the last M.S. degree awarded was in AY 12-13. It is not currently an active program, has no faculty teaching within it and has no students enrolled within it.

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

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate        |
| <input type="checkbox"/> Other                     |  |

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date

_____ Provost/VP for Instruction (Institution)	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/Executive Director Approval	_____ Date

**1. Provide rationale for the discontinuance.**

*An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.*

*In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.*

**2. Teach-out Plans/Options for currently enrolled students.**

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

*At this time non applicable as the program is currently closed. The program was previously taught out by Dr. Linda Taylor over a two-year time frame and that is complete. The program has been inactive for many years and there are no longer any students enrolled in the program.*

- b. Is there an alternative program/major or field of study? If so, please describe.

*There is no alternative program/major or field of study offered through EHHS.*

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

*At this time non applicable. The program has been inactive for many years and there are no longer any students enrolled in the program. The last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012.*

**3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

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
Boise State University	Counseling (M.A.)	Cognate area provided for "School Counseling"
Idaho State University	Counseling (M.Coun.)	Specialty area provided for "School Counseling"

4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

*No impact. The program has been inactive for many years.*

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

*No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.*

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

*No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.*

**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Move the **M.A. in Teaching English as a Second Language** to EDCI and make the following changes:

**Master of Arts in Teaching English ~~as a Second Language~~ to  
Speakers of Other Languages (TESOL)**

The M.A. in ~~TESL~~ Teaching English to Speakers of Other Languages (TESOL) is intended for students ~~who are~~ interested in learning to teach English as a second language at the secondary or post-secondary level. ~~The s~~Students take courses in linguistics and ~~in~~ language teaching pedagogy. This curriculum provides ~~them with~~ theoretical background and practical training in the areas of second language acquisition.

~~Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above. The 3330 credits are to include the following courses (18 credits):~~

<del>ENGL 513</del>	<del>ESL Methods I: Basic Oral/Aural Skills</del>	<del>3</del>
<del>ENGL 515</del>	<del>ESL Teaching Practicum</del>	<del>3</del>
<del>EDCI 466</del>	<del>Literacy Assessment and Intervention</del>	<del>3</del>
<del>EDCI 544</del>	<del>Teaching Culturally Diverse Learners</del>	<del>3</del>
<del>EDCI 548</del>	<del>Introduction to ENL</del>	<del>3</del>
<del>EDCI 549</del>	<del>ENL Methods</del>	<del>3</del>
<del>EDCI 597</del>	<del>Practicum</del>	<del>3</del>
<del>EDCI 599</del>	<del>Non-Thesis Master's Research</del>	<del>3</del>
<del>ENGL 510</del>	<del>Studies in Linguistics</del>	<del>3</del>
ENGL 517	Introduction to Applied Linguistics	3
<del>ENGL 524</del>	<del>Descriptive Linguistics</del>	<del>3</del>
ENGL 544	Sociolinguistics	3
ENGL 551	Theories of Second/Additional Language Acquisition	3
<b>Total Hours</b>		<b><u>18 30</u></b>

~~The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.~~

~~The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.~~

Native speakers of English in the TESOL program ~~must complete or have completed two years of college work (or its equivalent) in a modern foreign language.~~ They must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.

**Rationale:** There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)

While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.

A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.

B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06: 06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

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

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                                     |  |
|-------------------------------------|--|-------------------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/>            | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/>            | 6. CIP Code change                                       |
| <input checked="" type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center          | <input checked="" type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                                     |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Jodie Nicotra	Email:	jnicotra@uidaho.edu
Department/Unit:	English		
College:	Letters, Arts, and Social Sciences		
Current Program Name:	M.A. Teaching English as a Second Language (TESL)	<input checked="" type="checkbox"/>	Graduate
		<input type="checkbox"/>	Undergraduate
Current program credits:	33		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	We are requesting to change the name of the degree to M.A. Teaching English to Speakers of Other Languages (TESOL) and to move it to the College of Education, Health, and Human Sciences		
CIP Code:		New (list requested code):	Existing (list the current code):
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	<input checked="" type="checkbox"/> Less than \$250,000 per FY;
Describe the financial impact:	There will be no financial impact, as the program draws on existing courses and resources.		

Implementation/effective date of change or new component:	Beginning of 2020 fall semester		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	Moscow		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			

When will assessment activities occur and at what frequency?

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:	M.A. in Teaching English as a Second Language (TESL)		
New name of component or degree:	M.A. in Teaching English to Speakers of Other Languages (TESOL)		
Number of credits:	30		
Describe the modification are you making:	<p>There are three broad changes in this proposal, jointly brought by the Departments of C&amp;I and English.</p> <ol style="list-style-type: none"> <li>1. Move the degree from English (CLASS) to C&amp;I (CEHHS)</li> <li>2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.               <ol style="list-style-type: none"> <li>A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.</li> <li>B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.</li> </ol> </li> <li>3. Change the total number of credits for the degree from 33 to 30.</li> </ol> <p>Idaho Administrative Rule 08.02.02.023.06:          06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)</p>		
Name of major or degree that the component is attached to:			
Describe rationale for the modification:	While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.		
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/> Yes – if you select yes to this question, please attach all curriculum and course documents related to this.  <b>Note: The Group A Changes form is attached, which details the specific curricular changes made to the degree.</b>	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/> Yes – if yes fill out question below	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No

List the new learning outcomes:	1.			
	2.			
	3.			
	4.			
	5.			

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	September 6, 2019	Vote Record:	15 Yes, 0 No.
Dept Chair Signature of Approval	 Jodie Nicotra, English		
College Curriculum Committee Approval Date:	October 2, 2019	Vote Record:	3-0 in support
Dean Signature of Approva			

**UNIVERSITY CURRICULUM COMMITTEE  
Curricular Proposal Form**

**Instructions:** 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

**Submission Information**

Colleges:	College of Education, Health and Human Sciences (CEHHS) & College of Letters, Arts, and Social Sciences (CLASS)
Department/Unit:	Curriculum and Instruction (C&I) & English
Dept/Unit Approval Date:	C&I: September 16, 2019 English: September 6, 2019
College Approval Date:	CEHHS Curriculum Committee: September 16, 2019 CEHHS: Approved via 9/27/19 E-vote (31 Yes/0 No/0 Abstain)  CLASS Curriculum Committee: CLASS:
Teacher Education Coordinating Committee Date:	September 17, 2019

**Curricula Information**

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

Degree:	M.A.
Major:	Teaching English-as-a-Second-Language to Speakers of Other Languages (TESOL)
Minor:	
Academic Certificate:	
Teaching Major/Minor:	English as a Second Language

Curriculum:	<p><u>English (M.A.) M.A.</u> Major in Teaching English as a Second Language to Speakers of Other Languages (TESOL).</p> <p>The <u>M.A. TESL M.A. in Teaching English to Speakers of Other Languages (TESOL)</u> is intended for students who are interested in learning to teach English as a second language at the secondary or post-secondary level. <del>The</del> Students take courses in linguistics and in-language teaching pedagogy. This curriculum provides <del>them with</del> theoretical background and practical training in the areas of second language acquisition.</p> <p><del>Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above. The</del> 33 30 credits are to include the following courses (<del>18 credits</del>):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Code</th> <th style="text-align: left;">Title</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td>ENGL 540</td> <td>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</td> <td style="text-align: right;">6</td> </tr> <tr> <td>ENGL 543</td> <td>ESL Methods I: Basic Oral/Aural Skills</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 549</td> <td>ENL Methods</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 545</td> <td>ESL Teaching Practicum</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 597</td> <td>Practicum</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 466</td> <td>Literacy Assessment and Intervention</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 544</td> <td>Teaching Culturally Diverse Learners</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 548</td> <td>Introduction to ENL</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 517</td> <td>Introduction to Applied Linguistics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 510</td> <td>Studies in Linguistics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 544</td> <td>Sociolinguistics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 551</td> <td>Theories of Second/Additional Language Acquisition</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 599</td> <td>Non-Thesis Master's Research</td> <td style="text-align: right;">3</td> </tr> <tr> <td><b>Total Hours</b></td> <td></td> <td style="text-align: right;"><b>18-30</b></td> </tr> </tbody> </table> <p>The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.</p> <p>The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.</p> <p>Native speakers of English in the TESL TESOL program must have studied a foreign language or have completed two years of college work (or its equivalent) in a modern foreign language. They must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.</p>	Code	Title	Hours	ENGL 540	Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)	6	ENGL 543	ESL Methods I: Basic Oral/Aural Skills	3	EDCI 549	ENL Methods	3	ENGL 545	ESL Teaching Practicum	3	EDCI 597	Practicum	3	EDCI 466	Literacy Assessment and Intervention	3	EDCI 544	Teaching Culturally Diverse Learners	3	EDCI 548	Introduction to ENL	3	ENGL 517	Introduction to Applied Linguistics	3	ENGL 510	Studies in Linguistics	3	ENGL 544	Sociolinguistics	3	ENGL 551	Theories of Second/Additional Language Acquisition	3	EDCI 599	Non-Thesis Master's Research	3	<b>Total Hours</b>		<b>18-30</b>
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**Distance Education Availability**

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

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

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

#### Geographical Area Availability

Identify the geographical area(s) this program 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. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

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

#### Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal:  Yes  No

\*\*Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1	Students successfully adapt and develop teaching materials for ESL learners.			
SLO#2	Students successfully teach in ESL classrooms.			
SLO#3	Students write and discuss pedagogical ideas that draw on current theories of additional language acquisition.			
SLO#4	Students' writing exhibits knowledge of academic writing and APA citation conventions.			
SLO#5	Students build professional connections with teachers/researchers from the field of Teaching English as a Second Language.			

**Commented [MS(1)]:** Does this happen during the educational program? If not, what does the student learn and demonstrate to show they are ready to successfully teach in the ESL classroom? The outcome should express what the students are learning/have learned and be measurable while the student is still with us.

**Commented [MS(2)]:** What are students learning that enables them to do this? Consider removing or revising to an outcome that is measurable within the context of the learning environment and expresses the value-added students achieve from the specific program. Does the curriculum teach networking skills?

### Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)

While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.

A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.

B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06:

06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

**Commented [MS(3):** Please provide detail on how the learning outcomes will be assessed – who will be responsible, what will the assessment cycle look like, what will the measures be, and how will the program ensure the data is being used?

### Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Add the following **M.A.T. in Secondary Education**:

## **Secondary Education (M.A.T.)**

Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of 'C' in the following course requirements:

EDCI 501	Seminar	1
EDCI 520	Educating for Exceptionalities	3
EDCI 543	Learning, Development and Assessment	3
EDCI 544	Teaching Culturally Diverse Learners	3
EDCI 545	Technology, Teaching and Learning	2
EDCI 550	Contexts of Education	3
EDCI 563	Literacy Methods for Content Learning	3
EDCI 598	Internship	10
Select one of the following Special Methods Sequences:		4
EDCI 431	Secondary English Methods	
and EDCI 441	Secondary English Methods Practicum	
EDCI 432	Secondary Social Studies Methods	
and EDCI 441	Secondary Social Studies Methods Practicum	
EDCI 433	Secondary Science Methods	
and EDCI 443	Secondary Science Methods Practicum	
EDCI 434	Secondary Mathematics Methods	
and EDCI 454	Secondary Mathematics Methods Practicum	
EDCI 436	Secondary Art Methods	
and EDCI 446	Secondary Art Methods Practicum	
EDCI 437	Secondary Foreign Language Methods	
and EDCI 447	Secondary Foreign Language Methods Practicum	

**Total Hours** **32**

**Distance Availability:** Yes

**Geographical Areas:** Moscow, online

**Rationale:** The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

Contact: Taylor Raney

Institutional Tracking No. \_\_\_\_\_

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	September 1, 2018
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Curriculum & Instruction

**Program Identification for Proposed New or Modified Program:**

Program Title:	Master of Arts in Teaching (M.A.T.): Secondary Education				
Degree:		Degree Designation		Undergraduate	<input checked="" type="checkbox"/> Graduate
Indicate if Online Program:	<input checked="" type="checkbox"/> Yes			No	
CIP code (consult IR /Registrar):	13.1205				
Proposed Starting Date:	Fall semester 2020				
Geographical Delivery:	Location(s)	online		Region(s)	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	Online Program Fee
Indicate (X) if the program is:	<input checked="" type="checkbox"/>	Regional Responsibility		Statewide Responsibility	

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program<br><input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)<br><input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program<br><input type="checkbox"/> New Off-Campus Instructional Program<br><input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

\_\_\_\_\_  
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

\_\_\_\_\_  
Chief Academic Officer, OSBE                      Date

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Provost/VP for Instruction (Institution)	Date
President	Date

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Chief Financial 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 program will lead to initial teacher certification at the middle and high school levels with a graduate-level degree. There is a strand within the current M.Ed. in Curriculum & Instruction that leads to teacher certification that this program will replace. This new M.A.T. program will be related to the undergraduate teacher education core in that course work will parallel that of the undergraduate track.*

**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.

*This program will address the teacher shortage in Idaho and the region as an offering that allows for individuals with content-area degrees to pursue recommendation for teacher certification in those contents. It will provide an option to earn teacher certification through a face-to-face or fully online suite of course work.*

**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. *Middle School teacher*
- 2.
2. *High School teacher*

	State DOL data	Federal DOL data	Other data source: (describe)
<b>Local (Service Area)</b>	94		
<b>State</b>	355		According to our Emsi market analysis, jobs in this area are projected to grow by 5.8% in Idaho through 2024. Annual job openings in Idaho is approximately 187.
<b>Nation</b>		190,000	

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**.

*We expect the enrollment in this program to mirror that of the current masters-plus-certification. In the one year of that program being in place, we have about 15 enrollees with new requests for information almost daily.*

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

*The proposed program will supplant the current “masters-plus-certification” program offered in the Department of Curriculum and Instruction. It will allow for a smoother transition from undergraduate to graduate matriculation, however, as courses will be joint-listed and therefore available to be started during the undergraduate experience. This will result in teachers reaching K-12 classrooms sooner and more economically, making the program more attractive to individuals considering a career in the classroom.*

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

**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 <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
Idaho State University	Master of Education	Master of Secondary Education

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
College of Idaho	Master of Arts	Master of Arts in Teaching
Washington State University	Master in Teaching	
Gonzaga University	Master of Initial Teaching	

**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.

*As the Department of Curriculum and Instruction has been running a comparable program for a few years, we are aware of the market demand for it already. While it is a duplication of similar existing programs, its duplicative cousin has already demonstrated that demand. This is simply a more attractive option for those already considering programs.*

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

*This request supports the University of Idaho’s “Transform” initiative in the strategic plan. It provides “greater access to education opportunities to meet the evolving needs of society” by being a fully online curriculum available to anyone interested in becoming a K-12 teacher.*

**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.

*This is a major factor in the proposal being brought forward, as the program’s quality assurance will align completely with the current undergraduate offerings. While the graduate level course work will be more rigorous, signature assignments and assessed program outcomes toward teacher certification will be identical.*

**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   X   No \_\_\_\_\_

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

*Submission to the PSC for consideration will occur immediately following UCC approval. That consideration will then take place concurrently with the proposal's movement through the faculty senate.*

**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?
- 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.  
*As the Department of Curriculum and Instruction is expected to produce high-quality educators for the state and region, this program will perpetuate those efforts.*
- ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.  
*This proposed program is not reliant on external funding.*
- 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.

**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.	32
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	32

**b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

*EDCI 550: Contexts of Education (3 cr)*  
*EDCI 543: Learning, Development, and Assessment (3 cr)*  
*EDCI 544: Teaching Culturally Diverse Learners (3 cr)*  
*EDCI 545: Technology, Teaching, and Learning (2 cr)*  
*EDSP 520: Educating for Exceptionalities (3 cr)*  
*EDCI 563: Literacy Methods for Content Learning (3 cr)*  
*Discipline-specific methods course and practicum (3+1 cr)*  
*EDCI 401: Internship Seminar (1 cr)*  
*EDCI 598: Secondary Internship (10 cr)*

**c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

*Included in the 32-credit minimum articulated above is a 10-credit student teaching experience (internship). Additionally, candidates will be expected to complete applicable state-mandated content competency assessment, the Praxis II.*

### 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.

*Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.*

*Candidates design and implement developmentally appropriate and challenging learning experiences.*

Candidates understand individual differences and diverse cultures and communities to ensure inclusive learning environments.

Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving.

Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision-making.

**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.  
*Each of the above proposed learning outcomes has several more granular indicators beneath them. Those are assessed through signature assignments in each of the required courses, using validated rubrics.*

**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?  
*Assessment findings are used in monthly program meetings and regular department meetings to identify opportunities for growth in each teacher education program.*

**c. Measures used.** What direct and indirect measures will be used to assess student learning?  
*Direct: lesson demonstrations, lesson and unit plans, portfolios*  
*Indirect: dispositional assessments, end-of-semester course feedback, program completer employment data required for national accreditation*

**d. Timing and frequency.** When will assessment activities occur and at what frequency?  
*Assessment activities occur in each course listed above as well as through annual surveys following completion and annually available employment data*

**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)			
	FY17	FY18	FY19	FY20 (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								

<b>ISU</b>		6	9	29	none	yet;	new	program
<b>UI</b>								
<b>LCSC</b>								
<b>CEI</b>								
<b>CSI</b>								
<b>CWI</b>								
<b>NIC</b>								

**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: <i>Masters of Arts in Teaching</i>											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25
20	30	30	30	30	30	10	30	30	30	30	30

**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 current M.Ed.-plus-certification has about 20 enrollees. Interest has grown as it becomes better known, so we project a small increase. That would take us to capacity in the required courses without adding sections.*

**16. Minimum Enrollments and Graduates.**

**a.** 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?

*Though this would be highly unlikely, this program could exist with only one enrollee. This is due entirely to the manner in which this program overlays with the current undergraduate program.*

**b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

*There is no set plan to sunset this program because the companion undergraduate courses will remain.*

**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.  
*Not applicable*

**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?  
*Not applicable*

**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.

*Not applicable*

## 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.

*The library currently supports our programs very appropriately. It would not require further resources from the library.*

**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*

## 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 personnel resources will be necessary, as these courses will overlay with currently available undergraduate 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.

*The current structure for support will not be required to change to support this 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?

*No impact on existing programs based on increased workload.*

**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.

*Not applicable*

## 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?

*Not applicable*

**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.

*All University of Idaho students who take online courses are charged an online course fee of \$35 per credit hour, thus students in this fully online program will pay an additional \$1120 (total). Online fees are used to support course development, the learning management system (LMS) and other tools/technologies for online learning, and personnel who manage the LMS and provide instructional design support.*

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).

## UNIVERSITY CURRICULUM COMMITTEE Curricular Proposal Form

**Instructions:** 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College:	Education, Health and Human Sciences
Department/Unit:	Curriculum & Instruction
Dept/Unit Approval Date:	<a href="#">Advanced Studies Program 8/31/2018; C&amp;I 9/7/2018 - TECC 09/11/18 – CCC 09/12/18</a>
College Approval Date:	<a href="#">EHHS 09/20/18</a>

### Curricula Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

Degree:	Master of Arts in Teaching (M.A.T.)
Major:	Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Secondary Education

Curriculum:	<p>Secondary Education (M.A.T.) Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of C in the following course requirements:</p> <p>EDCI 550 Contexts of Education 3 cr  EDCI 543 Learning, Dvlpmnt, &amp; Assessment 3 cr  EDCI 544 Tchng Culturally Diverse Lnrs 3 cr  EDCI 545 Tech, Teaching &amp; Learning 2 cr  EDSP 520 Educating for Exceptionalities 3 cr  EDCI 563 Literacy Methods for Content Learning 3 cr</p> <p>Special Methods Sequence 4 cr  EDCI 437 Secondary Foreign Language Methods 3 cr AND  EDCI 447 Secondary Foreign Language Mthords Practicum 1 cr  EDCI 431 Secondary English Methods 3 cr AND  EDCI 441 Secondary English Methods Practicum 1 cr  EDCI 432 Secondary Social Studies Methods 3 cr AND  EDCI 442 Secondary Social Studies Methods Practicum 1 cr  EDCI 433 Secondary Science Methods 3 cr AND  EDCI 443 Secondary Science Methods Practicum 1 cr  EDCI 434 Secondary Mathematics Methods 3 cr AND  EDCI 454 Secondary Mathematics Methods Practicum 1 cr  EDCI 436 Secondary Art Methods 3 cr AND  EDCI 446 Secondary Art Methods Practicum 1 cr  EDCI 598 Internship 10 cr  EDCI 501 Seminar 1 cr</p> <p>Courses to total 32 credits for this degree</p>
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## Distance Education Availability

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

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

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

## Geographical Area Availability

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

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

\*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

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

## Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal:  Yes  No

\*\*Note: If you answered YES to this question, complete the table below:

As this program will be run parallel to the undergraduate teacher education/preparation program (B.S.Ed.) the learning outcomes will also mirror those of that already-approved program. They are state-mandated "Standards for the Preparation of Professional School Personnel" for any teacher prep program.

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

### Rationale and Assessment

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Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

### Office of the Registrar Information

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Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

**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 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	7	15	7	15	10	20	10	20
B. Shifting enrollments	0	0	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>

**II. REVENUE**

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments		\$140,280.00		\$140,280.00		\$187,040.00		\$187,040.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Revenue</b>	<b>\$0</b>	<b>\$140,280</b>	<b>\$0</b>	<b>\$140,280</b>	<b>\$0</b>	<b>\$187,040</b>	<b>\$0</b>	<b>\$187,040</b>

**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 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Personnel and Costs</b>	<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 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	<b>B. Operating Expenditures</b>							
1. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Operating Expenditures</b>	<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 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	<b>C. Capital Outlay</b>							
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**D. Capital Facilities  
Construction or Major  
Renovation**

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**E. Other Costs**

Utilites	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other								
<b>Total Other Costs</b>	<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>TOTAL EXPENDITURES:</b>	<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>Net Income (Deficit)</b>	<u>\$0</u>	<u>\$140,280</u>	<u>\$0</u>	<u>\$140,280</u>	<u>\$0</u>	<u>\$187,040</u>	<u>\$0</u>	<u>\$187,040</u>

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

I.A.B.	Faculty and staff have capacity to absorb the new students into already-offered and concurrently-scheduled courses.

**PROPOSAL TO DISCONTINUE THE B.S. IN MUSIC: HISTORY AND LITERATURE EMPHASIS**

1. Discontinue the **B.S. in Music: History and Literature Emphasis:**

**Music (B.A. or B.S.)****B. History and Literature Emphasis (Not available as a B.S.)**

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSH 480	Senior Thesis in Music History I	1
MUSH 481	Senior Thesis in Music History II	1
Select 2 credits of 300 or 400-Level MUSC electives		2
Select 4 credits of 300 or 400-Level MUSH electives		4
Select MUSA Ensembles in 8 different semesters <sup>1</sup>		8
Total Hours		24

**Courses to total 120 credits for this degree and include at least 66 cr in non-music courses**

- <sup>1</sup> *Keyboard majors: of these eight, two semesters must be MUSA 315 Collaborative Piano.  
Guitar majors: of these eight, two semesters must be MUSA 365 Chamber Ensemble.*

**Rationale:** We currently offer the Music: History and Literature Emphasis as both a B.A. and B.S. The Music History faculty would like to drop the B.S. in this Emphasis, as foreign language is an essential skill in this area, and the B.S. does not require foreign language, whereas the B.A. does. We have not had any students in this Emphasis for many years.

Contact: Vanessa Sielert or Leonard Garrison

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input checked="" type="checkbox"/> | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Vanessa Sielert	Email:	vanessas@uidaho.edu
Department/Unit:	Lionel Hampton School of Music		
College:	CLASS		
Current Program Name:	B.S. Music: History and Literature Emphasis	<input type="checkbox"/>	Graduate
		<input checked="" type="checkbox"/>	Undergraduate
Current program credits:	120		
Primary Point of Contact (if different from above):	Leonard Garrison	Email:	leonardg@uidaho.edu
Briefly describe the change you are requesting:	We currently offer the Music: History and Literature Emphasis as both a B.A. and B.S. The Music History faculty would like to drop the B.S. in this Emphasis, as foreign language is an essential skill in this area, and the B.S. does not require foreign language, whereas the B.A. does.		
CIP Code:	<input type="checkbox"/>	New (list requested code):	<input type="checkbox"/>
	<input type="checkbox"/>	Existing (list the current code):	<input type="checkbox"/>
What is the financial impact of the requested change:	<input type="checkbox"/>	Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	Less than \$250,000 per FY;	<input type="checkbox"/>
Describe the financial impact:	None; we have not had any students in this Emphasis for many years.		

Implementation/effective date of change or new component:	Fall (August 2020)		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input type="checkbox"/> No
Please write the geographical location that this program will be offered:	Moscow		

**NEW PROGRAM COMPONENTS/CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			
When will assessment activities occur and at what frequency?			

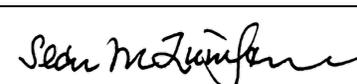
**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:	<b>B.S. in Music: History and Literature Emphasis</b>		
What is the student impact if any?	<b>none</b>		
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/17/19	Vote Record:	unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	October 2, 2019	Vote Record:	3-0 in support
Dean Signature of Approval			

## Attachment #13

**College of Engineering  
Proposed Catalog Changes  
Effective Summer 2020**

**PROPOSAL TO CREATE A NEW GRADUATE CERTIFICATE IN NUCLEAR DECOMMISSIONING  
AND USED FUEL MANAGEMENT**

1. Create the following Graduate Certificate:

## **Nuclear Decommissioning and Used Fuel Management Academic Certificate**

Before pursuing this certificate, students must have completed NE 450 (Principles of Nuclear Engineering) or have previous professional nuclear experience (e.g., nuclear navy, commercial power plant).

NE 516	Nuclear Rules and Regulations	3
NE 554	Radiation Detection and Shielding	3
NE 582	Spent Nuclear Fuel Management and Disposition	3
NE 587	Nuclear Decommissioning	3
<b>Total Hours</b>		<b>12</b>

### **Courses to total 12 credits for this certificate**

**Distance Availability:** Yes

**Rationale:** The nuclear industry is facing financial challenges from low prices for electricity as a result of cheap natural gas as well as a glut of growing renewable sources. As a result, it is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. These decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of the new plants (conventional, small modular, and microreactors) during the same time period. UI will develop this expertise through the Nuclear Decommissioning and Used Fuel Management (NDUFM) certificate. The four course, 12 credit graduate-level certificate will be structured to educate currently employed practicing engineers desiring to expand their skill sets as well as traditional graduate students in pursuit of M.S., M.Eng., and Ph.D. credentials for the emerging and important decommissioning field. The NDUFM certificate program of instruction will provide world-class engineering education using state of the art pedagogy specifically crafted for worldwide asynchronous delivery. This will be accomplished by the collaboration between nuclear engineering faculty members and experts in asynchronous pedagogy and delivery to produce reusable learning modules with high quality production value. The certificate would include the development of asynchronous learning materials for i) an existing prerequisite "leveling course," ii) three existing courses and iii) one new course, NE 587.

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

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input checked="" type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Richard Christensen	Email:	<a href="mailto:rchristensen@uidaho.edu">rchristensen@uidaho.edu</a>
Department/Unit:	Nuclear Engineering		
College:	Engineering		
Current Program Name:	NEW	<input checked="" type="checkbox"/>	Graduate
		<input type="checkbox"/>	Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):	Robert Borrelli	Email:	<a href="mailto:rborrelli@uidaho.edu">rborrelli@uidaho.edu</a>
Briefly describe the change you are requesting:	Create a 12 credit Graduate Certificate in Nuclear Decommissioning and Used Fuel Management		
CIP Code:		New (list requested code): 14.2301	
		Existing (list the current code):	
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>
		Less than \$250,000 per FY;	
Describe the financial impact:	The financial impact will be minimal. The certificate program will involve the creation of one new course, The resources associated with program delivery will be provided by the Idaho Falls Center in conjunction with the Idaho National Laboratory (INL) education contract.		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
Please write the geographical location that this program will be offered:			

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Nuclear Decommissioning and Used Fuel Management Certificate
Number of credits:	12
Describe proposed new program component or certificate to include overview of program and credit requirements:	<p>The nuclear industry is facing financial challenges from low prices for electricity as a result of cheap natural gas as well as a glut of growing renewable sources. As a result, it is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. The decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of new plants (conventional, small modular, and microreactors) during the same time period. UI will develop this expertise through the Nuclear Decommissioning and Used Fuel Management (NDUFM) certificate. The four course, 12 credit graduate-level certificate will be structured to educate currently employed practicing engineers desiring to expand their skill sets as well as traditional graduate students in pursuit of M.S., M.Engr., and Ph.D. credentials for the emerging and important decommissioning field. The NDUFM certificate program of instruction will provide world-class engineering education using state of the art pedagogy specifically crafted for worldwide asynchronous delivery. This will be accomplished by the collaboration between nuclear engineering faculty members and experts in asynchronous pedagogy and delivery to produce reusable learning modules with high quality production value. The certificate would include the development of asynchronous learning materials for i) an existing prerequisite “leveling course,” ii) three existing courses, and iii) one new course as described below:</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>NE 450 Principles of Nuclear Engineering – Basic nuclear and atomic processes; radioactive decay, binding energy, radiation interactions, reaction cross sections. Neutron diffusion, radiation sources.</li> </ul> <p align="center">OR</p>

	<ul style="list-style-type: none"> <li>• Previous professional nuclear experience (e.g., nuclear navy, commercial power plant, etc.)</li> </ul> <p><b>NDUFM Certificate:</b></p> <ul style="list-style-type: none"> <li>• NE 516 Nuclear Rules and Regulations – An in-depth examination of nuclear regulatory agencies; major nuclear legislation; current radiation protection standards and organizational responsibility for their implementation.</li> <li>• NE 554 Radiation Detection and Shielding – Radiation transport and shielding concepts. Methods for quantifying attenuation of nuclear particles and electromagnetic radiation. Radiation detection methods, data acquisition and processing.</li> <li>• NE 582 Spent Nuclear Fuel Management and Disposition – The management of nuclear fuel after removal from a nuclear reactor; storage options, recycle and recovery of uranium and other radionuclides, geological repositories and related topics.</li> <li>• NE 587 (new) Nuclear Decommissioning – Concepts and strategies for decommissioning nuclear facilities including project and program management, waste management, and site environmental restorations.</li> </ul> <p>Currently, there are no programs in the U.S. specifically focused on decommissioning with the exception of a specialized University of Tennessee program associated with the Oak Ridge National Laboratory Y-12 facility. Through the Nuclear Decommissioning and Used Fuel Management certificate, UI will establish itself on the leading edge of a program that has the potential to serve the needs of the U.S. and worldwide nuclear industry for at least the next 3 decades.</p>		
Are there curriculum changes needed and/or do new courses need to be created:	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<p>Upon completion of the Nuclear Decommissioning and Used Fuel Management certificate program students will:</p> <ul style="list-style-type: none"> <li>• Understand the regulatory framework and its basis for nuclear operations and implement this framework in the context of decommissioning of nuclear facilities and the management of associated radioactive materials.</li> <li>• Understand radiation shielding and protection and its application in the decommissioning of nuclear facilities.</li> <li>• Understand strategies and the engineering basis for the safe removal and short-term storage of used nuclear fuel.</li> <li>• Understand the strategies and technical basis for the long-term disposition of used nuclear fuel and its relationships to short-term storage strategies.</li> <li>• Understand and apply principles of project management, waste management, and site remediation to the decommissioning of nuclear facilities.</li> </ul>			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
Assessment of learning objectives will be accomplished through student written materials, exams, and case-study projects.			
How will you ensure that the assessment findings will be used to improve the program?			
The program coordinator in collaboration with the Nuclear Engineering program director, participating faculty, and asynchronous pedagogy will meet and review the certificate program (including samples of student work) annually. As appropriate, this review will include experts from industry to provide state of the practice perspectives. Based on these reviews, recommendations for changes and improvements will be implemented into the program as part of a strategy of continuous improvement.			

What direct and indirect measures will be used to assess student learning?
Direct measures include grades and performance on assignments, exams and reports. Indirect measures will include success of students in the job market, and over the long-term, the satisfaction of industry with the program (as describe above). In addition, exit assessments will be conducted with students completing the program to assess their satisfaction.
When will assessment activities occur and at what frequency?
Assessment will occur at two levels. Individual courses within the certificate program will be assessed through graded assignments, exams, and reports throughout the semester the course is offered. Assessment of the overall certificate program will occur annually as described above.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/>	No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/>	No
List the new learning outcomes:	1. 2. 3. 4. 5.			

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:				
What is the student impact if any?				
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/>	No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	16 September, 2019	Vote Record:	
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Dept Chair Signature of Approval	<i>Richard W. Chertsev</i>		
College Curriculum Committee Approval Date:	27 September 2019	Vote Record:	Unanimous
Dean Signature of Approval	<i>John Cereau</i>		



**Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

**Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

**Distance Education Availability**

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).*

Is this course available via distance education?*	Yes	X	No	
---	-----	---	----	--

**Geographical Area Availability**

Identify the geographical area(s) this course will be offered in.

Moscow	X		
Coeur d'Alene			
Boise			
Idaho Falls	X		
Other*	X	Location(s)	An asynchronous hybrid course available nation-wide.

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

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### Assessment

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Summarize how the learning outcomes will be assessed for the proposed course.

Learning outcomes will be assessed through the use of homework assignments and exams. In addition, written reports based on the assessment of decommission case studies will be used to assess students' ability to integrate key concepts and articulate them as actionable decommission strategies.

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### Rationale

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

It is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. These decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of the new nuclear plants (conventional, small modular, and microreactors) during the same time period. This course will provide students with an introduction of the key engineering and management skills needed for the safe decommission of nuclear facilities. The ongoing Idaho National Laboratory Educational Contract will support the delivery of the course.

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### Office of the Registrar Information

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Date Received by UCC Secretary	9/30/2019
UCC Item Number	UCC-20-023
UCC Approval Date	10/28/2019
General Curriculum Report Number	298

## Attachment #14

**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Discontinue the **Ed.D. in Education** in Rexburg, Idaho (effective Fall 2020) – see attached memo

**Rationale:** The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

**OFFICE OF THE PROVOST  
AND EXECUTIVE VICE PRESIDENT**

875 Perimeter Drive MS 3152

Moscow ID 83844-3152

208-885-6448

208-885-6558 [FAX]

provost@uidaho.edu

provost.uidaho.edu

October 31, 2019

Patty Sanchez  
Academic Affairs Program Manager  
Idaho State Board of Education  
650 West State Street, Suite #307  
P.O. Box 83720  
Boise, ID 83720-0037  
[Patty.sanchez@osbe.idaho.gov](mailto:Patty.sanchez@osbe.idaho.gov)

Dear Ms. Sanchez,

The purpose of this Notification Letters is to request, per Board Policy III.G.7. the discontinuation of the Ed.D. in Education in Rexburg Idaho. The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

The change will go into effect in Fall 2020, if approved. Please do not hesitate to contact me should you need additional information.

Sincerely,

Cher Hendricks  
Vice Provost for Academic Initiatives

Cc: John Wiencek  
Ali Carr-Chellman

**PROPOSAL TO RENAME THE INTERIOR DESIGN MINOR**

1. Make the following change:

**Interior Architecture and Design Minor**

IAD 151	Intro to Interior Design	3
IAD 281	History of Interiors I	3
IAD 282	History of Interiors II	3
IAD 368	Materials & Specifications	3
IAD 443	Universal Design	3
Directed Electives (as approved by IAD advisor)		3
Total Hours		18

**Courses to total 18 credits for this minor**

**Distance Availability:** Yes

**Rationale:** New name aligns with the recent program and degree name change approved last year.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                          |  |                                     |   |
|--------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/>            | 5. Discontinuation of a certificate (30 credits or less)                                    |
| <input type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/>            | 6. CIP Code change  |
| <input type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center          | <input checked="" type="checkbox"/> | 7. Other, please describe: Change to Minor name to match recent program/degree name change. |
| <input type="checkbox"/> | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                                     |   |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Rula Awwad-Rafferty	Email:	rulaa@uidaho.edu
Department/Unit:	Interior Architecture and Design		
College:	Art and Architecture		
Current Program Name:	Interior Architecture and Design		Graduate
		X	Undergraduate
Current program credits:	123		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	Change name of minor from Interior Design to Interior Architecture and Design to align with the recent program and degree name change of the same title		
CIP Code:		New: (04.0501)	Existing: (50.0408)
		Greater than \$250,000 per FY;	Less than \$250,000 per FY;
Describe the financial impact:	none		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes	X No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	No
Please write the geographical location that this program will be offered:	Moscow		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			
When will assessment activities occur and at what frequency?			

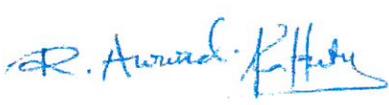
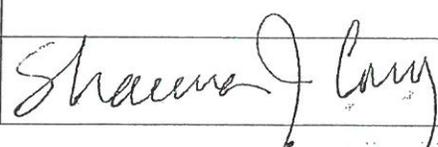
**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:	Interior Design Minor		
New name of component or degree:	Interior <u>Architecture and</u> Design Minor		
Number of credits:	18		
Describe the modification are you making:	Only changing the title/name of the existing minor; no changes proposed to course or credit requirements		
Name of major or degree that the component is attached to:	Bachelor of Interior Architecture and Design (B.I.A.D.)		
Describe rationale for the modification:	New name aligns with the recent program and degree name change approved last year		
Indicate whether program, curriculum, course and admission requirements remain the same.	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	X No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	09/25/2019	Vote Record:	3 in favor; None opposed
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	09/26/2019	Vote Record:	5 in favor; None opposed
Dean Signature of Approval			

**Attachment #16****College of Engineering  
Proposed Catalog Changes  
Effective Summer 2020****Computer Science**

1. Create the following subject prefix (see attached memo):

**CYB (Cybersecurity)**

2. Add the following courses:

**CYB 110 Cybersecurity and Privacy****3 credits**

An introductory survey of the issues and complexity of cybersecurity and privacy in the digital age. Cybersecurity and privacy foundational concepts, case studies of cybersecurity breaches, application of cybersecurity for business, social media and the general populace. Survey of common threats, threat actors and responses. Survey of applicable laws.

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 210 Cybersecurity Architectures and Management****3 credits**

Introduces the components in an information technology system and their roles in system operation. Teaches students how to use these components to develop plans and processes for a holistic approach to cybersecurity for an organization.

**Prereq:** CYB 110

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 220 Secure Coding and Analysis****3 credits**

Describes the characteristics of secure programs and the ability to implement programs that are free from vulnerabilities. Practice evaluating software, including adding security mechanisms into software and testing software for vulnerabilities. Two lectures and one 2-hour lab per week.

**Prereq:** CS 121

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 310 Cybersecurity Technical Foundations****3 credits**

Provide students with basic information about the various threats that may be present in the cyber realm and introduce architectural mitigation strategies including cryptography.

**Prereq:** CYB 110, CS 240

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. This course replaces the existing CS 336, if the new degree is approved.

**CYB 330 Networking and Control Systems****3 credits**

Covers common network protocols, how network components interact, and how networks evolve over time. Students expand their familiarity with network vulnerabilities.

**Prereq:** CYB 210, CS 240

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 330, 340 expand material currently covered in CS 438.

### **CYB 331 Control System Fundamentals**

#### **2 credits**

Introduces of the basics of industrial control systems, where they are likely to be found, and vulnerabilities they are likely to have.

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

### **CYB 340 Network Defense**

#### **3 credits**

Covers concepts used in defending a network, and the basic tools and techniques that can be taken to protect a network and communication assets from cyber threats. Provide students with knowledge and skills related to detecting and analyzing vulnerabilities and threats and taking steps to mitigate associated risks.

**Prereq:** CYB 310, CYB 330

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 330, 340 expand material currently covered in CS 438.

### **CYB 350 Operating System Defense**

#### **3 credits**

This course provides fundamentals of secure operating system administration and hardening. Provide students with an understanding of the authorities, roles and steps associated with cyber operations.

**Prereq:** CYB 310

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. This course expands material currently covered in CS 336

### **CYB 380 Cybersecurity Lab I**

#### **3 credits**

This hands-on laboratory class allows students to get practical experience related to the cybersecurity threats, mitigations and scenarios that they have been introduced to in other courses. This includes classic buffer overflow and SQL injection style vulnerabilities, network monitoring as well as Windows and Linux security configurations. 6 hours of lab per week.

**Prereq:** CS 240

**Coreq:** CYB 310 and CYB 330

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. CYB 380/381 Expands On and replaces CS 439/539 which has been offered annually.

### **CYB 381 Cybersecurity Lab II**

#### **3 credits**

This hands-on laboratory class allows students to get practical experience related to cybersecurity threats, mitigations and scenarios that they have been introduced to in other courses. This course builds on CYB 380 by focusing on more advanced threats and mitigations. 6 hours of lab each week.

**Prereq:** CYB 310, CYB 380

**Coreq:** CYB 340, CYB 350

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. CYB 380/381 expands on and replaces CS 439/539 which has been offered annually.

**CYB 401 Cybersecurity as a Profession****1 credit**

Ethical, legal, social, and intellectual property issues; current research topics; and other issues of importance to the professional cybersecurity researcher. Graded P/F.

**Prereq:** Senior Standing in Computer Science

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 420 Computer and Network Forensics****3 credits**

Provide students with the skills to apply forensics techniques throughout an investigation life cycle with a focus on complying with legal requirements. Provide students with the ability apply forensics techniques to investigate and analyze network traffic.

**Prereq:** CYB 310

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 420 replaces CS 447

**CYB 440 Software Vulnerability Analysis****3 credits**

Provide students with a thorough understanding of system vulnerabilities, to include what they are, how they can be found/identified, the different types of vulnerabilities, how to determine the root cause of a vulnerability, and how to mitigate their effect on an operational system. Provide students with the ability to describe why software assurance is important to the development of secure systems and describe the methods and techniques that lead to secure software.

**Prereq:** CYB 220, CYB 310

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

### **CYB 480 Cybersecurity Senior Capstone Design I**

#### **3 credits**

Capstone design sequence for cybersecurity science majors. Formal development techniques applied to definition, design, coding, testing, and documentation of a comprehensive cybersecurity. Projects are customer-specified, includes real-world design constraints, and usually encompasses two semesters. Students work in teams. Significant lab work required.

**Prereq:** CS 381, CS 383, ENGL 317, Senior Standing

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

This specific course will be integrated with other senior design courses in the college, with the emphasis on cybersecurity aspects of the projects.

### **CYB 481 Cybersecurity Senior Capstone Design II**

#### **3 credits**

Continuation of CYB 480. Application of formal design techniques to development of a large cybersecurity science project performed by students working in teams. Significant lab work required.

**Prereq:** CS 383, CYB 381, CYB 480, ENGL 317

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

This specific course will be integrates with other senior design courses in the college, with the emphasis on cybersecurity aspects of the projects.

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	October 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Computer Science

**Program Identification for Proposed New or Modified Program:**

Program Title:	Cybersecurity					
Degree:	BS	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:		No	X	No		
CIP code (consult IR /Registrar):	11.1003 COMPUTER AND INFO. SYSTEMS SECURITY/INFORMATION ASSURANCE.					
Proposed Starting Date:	Summer 2021					
Geographical Delivery:	Location(s)	Moscow	Region(s)			
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

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

- |  |   |
|--|---|
| <input type="checkbox"/> New Graduate Certificate (30 credits or more)<br><input type="checkbox"/> New Undergraduate Certificate (30+ cr.)<br><input type="checkbox"/> New Graduate Program<br><input checked="" type="checkbox"/> New Undergraduate Program | <input type="checkbox"/> Expansion of Existing Program<br><input type="checkbox"/> Consolidation of Existing Program<br><input type="checkbox"/> New Off-Campus Instructional Program<br><input type="checkbox"/> Other |
|--|---|

**Approval Signatures:**

_____ College Dean (Institution)	_____ Date	_____ Vice President for Research	_____ Date
_____ Graduate Dean or other official	_____ Date	_____ Academic Affairs Program Manager, OSBE	_____ Date
_____ FVP/Chief Fiscal Officer (Institution)	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ Provost/VP for Instruction (Institution)	_____ Date	_____ Chief Financial Officer, OSBE	_____ Date
_____ President	_____ 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.*

Since 1991, the Department of Computer Science has offered a variety of Cyber Security courses as technical electives in our undergraduate degree program. In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the US Government term for Cybersecurity). We were one of the first seven universities in the nation to receive this designation, and we have maintained it every renewal cycle.

In the past few years, the CAE certification process has become more proscriptive, requiring more precise course content, and a dedicated degree path forward for Cybersecurity students. ABET (the Engineering accreditation board) now accredits cybersecurity degree programs. Also, the US Government has adopted the NIST Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills and abilities for those jobs, for a wide range of cybersecurity careers.

This growth of standardized program content, along with the tremendous growth in job opportunities for our graduates, has led to the conclusion that we need to establish a dedicated degree path. This degree will be focused on the technical side of cybersecurity, building on the same introductory foundations as computer science but will significantly diverge in the upper-division course requirements. In addition, we are proposing to add introductory courses to cover, in addition to introductory technical knowledge earlier in a student's academic program, several non-technical aspects of cybersecurity, including: planning, contingency and risk management, privacy, ethics, and laws and regulations and human factors.

- 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.*

The following are US Department of Labor (DOL) Occupation Titles requiring cybersecurity skills:

- 1. Information Security Analysts – This is the DOL Job title for the following specialized*

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- cybersecurity work roles:
- a. System Security Analyst
  - b. Cyber Defense Analyst
  - c. Cyber Defense Infrastructure Support Specialist
  - d. Vulnerability Assessment Analyst
  - e. Cyber Defense Forensics Analyst

2. *Network Operations Specialist*
3. *Software Developer*
4. *System Administrator*
5. *Technical Support Specialist*

	State DOL data	Federal DOL data	Other data source: (describe)
<b>Local (Service Area)</b>			EMSI Study (see below).
<b>State</b>		520 in 2016 + 150 by 2026	<a href="http://www.projectionscentral.com/Projections/LongTerm">http://www.projectionscentral.com/Projections/LongTerm</a>
<b>Nation</b>		100,000 in 2016 +28,500 by 2026	

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

Our Emsi analysis predicts a 30.4% increase in jobs (510 jobs) in Idaho through 2029 and a 27.8% increase nationally. In our 16-county region, job growth is expected to increase 26.0% (134 jobs) through 2029.

- 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**.

We have had regular enrollments in our cyber security courses over the past several years, from current computer science students. Most have indicated an interest in focusing their studies in cybersecurity, but are not able to, due to the demands of the current computer science undergraduate degree program.

**Table 1: Past enrollments in the CS courses that have cybersecurity as the focus (undergraduate/graduate). These courses will become part of the core of the new cybersecurity program.**

Course	AY 16-17	AY 17-18	AY 18-19	Fall 2019
CS 336 (Intro course)	19	24	14	24
CS 439 (Applied Security)	10/4	9/10		2/2
CS 437 (Computer Forensics)	1/21		5/32	
CS 438 Network Security		5/10	8/16	
Security Special Topics			0/11	

In addition to internal demand, we expect to see increases in new student enrollment due to the strong growth of cybersecurity jobs in the region, state, and nationally.

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

Studies have shown that there is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and less resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely a prerequisite, for a healthy economy in the State of Idaho and the Nation.

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

There is a great need for cybersecurity expertise across all businesses and government sectors. Whether it be in the area of e-commerce, web applications, mobile apps, business, military, health, agriculture, critical infrastructures, or processing big-data, there is a need to protect information systems and individual privacy, and to ensure the integrity of our systems. A look at the news every week brings about reports of cybersecurity breaches and loss of private information, financial loss, or the potential for disruption of critical infrastructure.

Cybersecurity experts agree that many of these problems could be fixed if a wider portion of the workforce was aware of best-practice cybersecurity technologies and processes. At the same time, these experts agree that we need to constantly improve these technologies and processes given the advances made by cyber criminals and the constant deployment of new connected technologies which introduce new attack surfaces and vulnerabilities.

- 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.*

The proposed *Bachelor of Science in Cybersecurity* degree was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security.

Source: ([https://www.iad.gov/NIETP/documents/Requirements/CAE\\_CDE\\_criteria.pdf](https://www.iad.gov/NIETP/documents/Requirements/CAE_CDE_criteria.pdf))

Under the Center of Academic Excellence in Cyber-Defense criteria, institutions offering compliant cybersecurity-focused 2-year degrees are denominated as CAE-2Y, and institutions offering compliant Bachelor-level or Graduate-level cybersecurity-focused degrees are denominated CAE-CD (these can be minors, certifications, or emphasis options within a degree). The table below shows the number of CAE-CD and CAE-2Y denominated institutions in Idaho and its neighboring states of Montana, Nevada, Oregon, Utah, and Washington. The state of Wyoming appears to have no CAE-CD nor CAE-2Y denominated educational institutions.

Source: ([https://www.iad.gov/NIETP/reports/cae\\_designated\\_institutions.cfm](https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm)) (2019-09-09)

<b>Count of Education Institutions with CAE Designation Per State</b>				
<b>State</b>	<b>CAE-2Y</b>	<b>CAE-CD</b>	<b>CAE-R</b>	<b>Total</b>
Idaho	1	2		3
Montana	2			2
Nevada	1	1		2
Oregon	2			2
Utah		2		2
Washington	5	2	1	8
<b>Total</b>	<b>11</b>	<b>7</b>	<b>1</b>	<b>19</b>

**Idaho Public Institutions: Four-year and Graduate:**

There are currently two Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institutions in Idaho: The *University of Idaho* and *Idaho State University*. Source: [https://www.iad.gov/NIETP/reports/cae\\_designated\\_institutions.cfm](https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm)

The following table lists programs that we believe to be similar and are being offered by public colleges or universities in Idaho. In this case our definition of similar is that the program is:

- a) Offered by an institution also denominated as a Center of Academic Excellence in Cyber-Defense (CAE-CD) and
- b) The degree is a Bachelor of Science degree with significant coverage of Cybersecurity knowledge and skills.

Under such definition, and to the best of our knowledge, there are no programs, significantly similar to the degree being proposed, currently being offered at other public educational institutions in Idaho. There are however two offerings for Bachelor of Science in Computer Science degrees with Cybersecurity Emphasis degree options: *University of Idaho* and *Boise State University*.

<b>Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
<b>University of Idaho</b>	<b>B.S. in Cybersecurity (Being proposed)</b>	<b>Bachelor of Science in Cybersecurity. The program being proposed in this form.</b>
<b>University of Idaho</b>	<b>B.S. in Computer Science.</b>	<b>Bachelor of Science in Computer Science plus Cybersecurity Academic Certificate (<a href="https://catalog.uidaho.edu/colleges-related-units/engineering/computer-science/cybersecurity-undergraduate-academic-certificate/">https://catalog.uidaho.edu/colleges-related-units/engineering/computer-science/cybersecurity-undergraduate-academic-certificate/</a>).</b>
<b>Boise State University</b>	<b>B.S. in Computer Science.</b>	<b>Bachelor of Science in Computer Science with Cybersecurity Emphasis (<a href="https://majors.boisestate.edu/computer-">https://majors.boisestate.edu/computer-</a></b>

		<a href="#">science</a> ).
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**University of Idaho:**

Related degrees and certificates offered by the University of Idaho are listed below.

- Bachelor of Science in Computer Science.
- Master of Science in Computer Science.
- Doctor of Philosophy in Computer Science.
- Undergraduate Academic Certificate in Cybersecurity.
- Graduate Academic Certificate in Secure and Dependable Systems.
- Sources: <https://www.uidaho.edu/degree-finder/a-z-index>  
<https://www.uidaho.edu/academics/dee/programs-courses/certificates>

The University of Idaho offers a *Bachelor of Science in Computer Science* degree and a recently approved *Undergraduate Certificate in Cybersecurity*. Students that complete the B.S. in Computer Science degree plus the UG Certificate in Cybersecurity have gained a set of knowledge and skills satisfactorily compliant with the CAE-CD knowledge and skills criteria. Based on such degree and emphasis area, the University of Idaho is currently denominated a CAE-CD until 2021. It is important to note that such denomination was evaluated under the previous and less comprehensive knowledge and skills CAE-CD criteria. Other related degrees at the University of Idaho are graduate level degrees and certificates.

Furthermore, the focus of the proposed B.S. in Cybersecurity degree and the expected positions that graduates will fulfill are different than the focus of the B.S. in Computer Science degree. The field of Cybersecurity has advanced significantly in the last few years and though some of the knowledge and skills covered in a B.S. in Computer Science degree overlap with knowledge and skills to be gained with the proposed B.S. in Cybersecurity degree, there is still a significant difference in the knowledge and skills expected from graduates that will fulfill positions in the Cybersecurity discipline. These differences are such today that we strongly believe they grant the design and offering of a new degree focused on providing such new set of knowledge and skills with breadth and depth of content in Cybersecurity. One event that crystalized such differences in the knowledge and skills needed for successful practice in Cybersecurity positions is the recent addition by the ABET accreditation board of a new criteria for *Cybersecurity* degrees. ABET is a non-profit international organization that accredits Computer Science, Information Systems, Information Technology, and other Computing-related degrees. Ref: <https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2019-2020/>. All Bachelor of Science degrees offered by the University of Idaho College of Engineering are ABET accredited.

**Boise State University:**

To the best of our knowledge the degrees and certificates listed below may offer coverage of Cybersecurity-related knowledge and skills within some of the required and elective courses and with varying degrees of coverage.

- Bachelor of Science in Computer Science.
- *Bachelor of Science in Computer Science with Cybersecurity Emphasis.*
- Bachelor of Science in Computer Science with Secondary Education Emphasis.
- Master of Science in Computer Science.
- Doctor of Philosophy in Computer
- Graduate Certificate in Computer Science.

- Minor in Computer Science.
- Minor in Cybersecurity.
- Minor in Computational Science and Engineering.
- Bachelor of Science in Information Technology Management.
- Sources: <https://majors.boisestate.edu/computer-science>  
<https://majors.boisestate.edu/information-technology-management>  
<https://coen.boisestate.edu/cs/undergraduates/minor-cybersecurity>

Similarly, to the case of the B.S. in Computer Science at the University of Idaho with a cybersecurity emphasis Boise State University offers a *Bachelor of Science in Computer Science degree with Cybersecurity Emphasis*. However, as stated before, an emphasis may cover knowledge and skills in Cybersecurity but maybe not necessarily with the breadth and depth of the B.S. in Cybersecurity proposed in this form.

### **Lewis-Clark State College:**

To the best of our knowledge the degrees listed below may offer some coverage of Cybersecurity-related knowledge and skills within some courses. However, we believe that none of the degrees listed below would qualify as significantly similar under the applied criterion to the degree proposed in this form.

- Bachelor of Science (Arts) in Computer Science.
- Bachelor of Applied Science in Information Technology.
- Bachelor of Applied Science in Web Design and Development.
- Source: <http://www.lcsc.edu/degrees/>

### **Idaho State University:**

The three degrees offered by ISU that we believe may include significant Cybersecurity knowledge and skills are listed below (first, second, and third). Other degrees that may offer partial coverage of Cybersecurity topics are also listed. Idaho State University is a Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institution. Given this information, it appears that the degrees offered at ISU that include significant coverage of Cybersecurity content, knowledge, and skills appear to be either Bachelor of Business Administration or Associate of Applied Science degrees and not a Bachelor of Science degree as the one proposed in this form.

- Bachelor of Business Administration in Business Informatics.
- Associate of Applied Science in Information Technology Systems.
- Associate of Applied Science in Industrial Cybersecurity Engineering Technology.
- Master of Science in Computer Science: Data Analysis Emphasis.
- Master of Science in Computer Science: Science Emphasis.
- Intermediate Technical Certificate on Industrial Cybersecurity Engineering Technology.
- Sources: <http://coursecat.isu.edu/undergraduate/programs/>  
<http://coursecat.isu.edu/graduate/programs/>  
<https://www.isu.edu/cyberphysicalsecurity/>

### **Idaho Public Institutions: Two-year:**

The degree proposed in this form is a Bachelor of Science degree. Hence, we are not considering 2-year Associate programs as significantly similar to the degree proposed in this form even if such degrees may appear to have partial knowledge and skills overlap. In addition, there is currently only one two-year Center of Academic Excellence in Cyber-Defense

(CAE-2Y) denominated institution in Idaho: *North Idaho College*.

Source: [https://www.iad.gov/NIETP/reports/cae\\_designated\\_institutions.cfm](https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm)

**College of Eastern Idaho:**

2-year institution and not CAE-2Y denominated.

**College of Southern Idaho:**

2-year institution and not CAE-2Y denominated.

**College of Western Idaho:**

2-year institution and not CAE-2Y denominated.

**North Idaho College:**

NIC is denominated as a Center of Academic Excellence in Cyber-Defense for two-year programs (CAE-2Y). To the best of our knowledge the degrees and certificates that we believe may be offered under such denomination are listed below. We believe that none of the degrees listed below would qualify as similar under the applied criterion. Several of the courses in Computer Information Technology (CITE) at NIC do cover topics required by the CAE denomination. However, the degrees offered at NIC are applied two-year Associate degrees.

- Associate of Applied Science in Computer Information Technology.
- Associate of Applied Science in Network Security Administration.
- Basic Technical Certificate in Cybersecurity and Networking.
- Source: <https://www.nic.edu/programs/>

<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
Brigham Young University (Provo, Utah):	Bachelor of Science in Cybersecurity.	Bachelor of Science in Cybersecurity ( <a href="https://catalog.byu.edu/engineering/school-of-technology/cybersecurity-bs">https://catalog.byu.edu/engineering/school-of-technology/cybersecurity-bs</a> ).
City University of Seattle (Seattle, Washington).	Bachelor of Science in Cybersecurity and Information Assurance	Bachelor of Science in Cybersecurity and Information Assurance ( <a href="https://www.cityu.edu/programs-overview/bachelor-of-science-cybersecurity-and-information-assurance/">https://www.cityu.edu/programs-overview/bachelor-of-science-cybersecurity-and-information-assurance/</a> ).
University of Washington (Seattle, Washington).	Bachelor of Science in Informatics.	Bachelor of Science in Informatics with Emphasis in Information Assurance and Cybersecurity ( <a href="http://www.washington.edu/students/gencaf/academic/school_information.html">http://www.washington.edu/students/gencaf/academic/school_information.html</a> ).
University of Washington, Bothell (Bothell,	M.S. in Cybersecurity Engineering.	M.S. in Cybersecurity Engineering: ( <a href="https://www.uwb.edu/cybersecurity">https://www.uwb.edu/cybersecurity</a> )

Washington).		
Southern Utah University, (Cedar City, Utah).	Bachelor of Science in Information Systems.	Bachelor of Science in Information Systems: Cybersecurity Emphasis ( <a href="https://catalog.suu.edu/preview_program.php?catoid=21&amp;poid=7816">https://catalog.suu.edu/preview_program.php?catoid=21&amp;poid=7816</a> )

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.*

There is no similar Bachelor of Science in Cybersecurity program in Idaho.

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

The University Vision: “The University of Idaho will expand the institution’s intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.”

Our strategic plan focuses on an *Engaged Learning Community* supported by *Scholarly and Creative Activity with National and International Impact*.

Cybersecurity has becoming an increasingly important part of day-to-day life, government and business. It is no longer just the province of the government and banking but touches more and more aspects of our lives.

Our past research and teaching activities have had national and international impact but have primarily focused on technical aspects of cybersecurity. Branching out our core cybersecurity expertise from a subset of computer science to a full, independent degree program will enable us to expand our students' understanding of cybersecurity not only from the technical point of view, but also include societal and business aspects of cyber security. These include issues such as privacy, ethical hacking, and business continuity planning. The full breadth of this education will provide our students with a richer education and make them better able to serve their communities as the needs of cybersecurity continue to grow and expand.

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 Department of Computer Science and the College of Engineering will conduct annual internal assessment of the program, reviewing attainment of student outcomes for each course as well as program outcomes. We will use the process we use for continual assessment and improvement as recommended by national accreditation organizations.

The University of Idaho plans to continue certification as a Center of Academic Excellence in Information Assurance Education (in the area of Cyber Defense) through the NSA/DHS sponsored CAE program.

After an appropriate number of years, we plan to apply for ABET accreditation of the program, meeting the national standards put in place by ABET.

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 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?

Not applicable.

- 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?

Not applicable.

**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.	62
Credit hours in required courses offered by other departments:	15
Credit hours in institutional general education curriculum	23-24
Credit hours in free electives	19-20
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

#### **Required Cybersecurity Courses (40 Credits)**

CYB 110 (3cr)	Cybersecurity and Privacy
CYB 210 (3cr)	Cybersecurity Management
CYB 220 (3cr)	Secure Coding and Analysis
CYB 310 (3cr)	Intermediate Cybersecurity
CYB 330 (3cr)	Networking Fundamentals
CYB 340 (3cr)	Network Defense
CYB 350 (3cr)	Operating System Defense
CYB 380 (3cr)	Cybersecurity Practicum I
CYB 381 (3cr)	Cybersecurity Practicum II
CYB 401 (1cr)	Cybersecurity Professional Development
CYB 420 (3cr)	Computer and Network Forensics
CYB 440 (3cr)	Software Vulnerability Analysis
CYB 480 (3cr)	Senior Capstone Design I
CYB 481 (3cr)	Senior Capstone Design II

#### **Required Computer Science Courses (22 cr)**

CS 112 (3cr)	Computational Thinking
CS 120 (4cr)	Computer Science I
CS 121 (3cr)	Computer Science II
CS 150 (3cr)	Computer Organization and Architecture
CS 240 (3cr)	Operating Systems
CS 270 (3cr)	System Software
CS 383 (3cr)	Software Engineering

#### **Required Math/Statistics Courses (10 cr)**

Math 176 (3cr)	Discrete Math
Math 160 or 170 (4cr)	Survey of Calculus or Calculus I
STAT 251 or Stat 301 (3cr)	Statistical Methods or Probability and Statistics

**Other Required Courses (5cr)**

Comm 101 (2cr) Fundamentals of Public Speaking  
Phil 103 (3cr) Ethics  
Engl 317 (3cr) Technical Writing

**Other UI Gen Ed Core (23-24 Cr)**

ISEM 101 (3 cr)  
ISEM 301 (1 cr)  
Science (7-8 credits)  
Hum/SS (12 credits)

- c. **Additional requirements.** *Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.*

The proposed program includes a year-long senior capstone experience (CYB 480/481) that parallels the other Engineering Capstone courses.

**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 the program will have an ability to:

1. Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to cybersecurity.
6. Apply security principles and practices to maintain operations in the presence of risks and threats.

## 12. Assessment plans

We will use the same general assessment process currently used by the Computer Science Department for its BS degree in Computer Science. The BS in CS degree has been accredited since 1993, first by the CS Accreditation Board (CSAB) and then by ABET, which replaced CSAB.

- 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.*

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

1. Student Work from at least two courses per outcome (direct measure)
2. The Department's Senior Exit Interviews (indirect measure)
3. The University's Graduating Senior Survey (indirect measure)

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat help every fall.

### Student Work

Every student outcome is assessed in a minimum of two courses. The focus is on upper division courses to determine the extent to which the students are achieving the outcome when they are approaching graduation.

Faculty select representative material from the course, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes. The table given below shows the standard evaluation template used for assessments based on course materials.

### Senior Exit Interviews

Every semester the chair conducts exit interviews with the graduating seniors. These include a group interview with all the graduating seniors (based on the graduating class size this is often divided into several smaller groups) and a written survey. The interview allows students to go into depth about the curriculum and their undergraduate experience. The written survey allows all seniors to give input, including anonymously if that is their preference.

No metric of attainment is measured as part of the interview process, but students are asked open ended questions regarding some SOs. This often results in very useful feedback that is not reflected in course materials.

### Graduating Senior Surveys

The university conducts annual surveys of all graduating seniors. Many of the questions in the survey map to the program's outcomes. The second table below lists some of the relevant survey questions and responses. All of the questions used for assessment are of the form "Indicate how well the following skill was enhanced by your undergraduate experience". Thus, student answers reflect their belief regarding how well the program enhanced their skill, not necessarily their level of obtainment of the skill in question. Possible answers are 'greatly', 'moderately', 'a little', or 'not at all'. We use the percentage of answers in the 'greatly' and 'moderately' categories as our measure of student obtainment of the outcomes.

**Sample Template used to assess student outcomes from a class.**

SO	Detail Objective	Material	Question	Question Weight	Median	Score		
1	<b>Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.</b>	Project 1	N/A	0.25	85%	85%	72%	91%
		Project 2	N/A	0.25	81%	73%	81%	89%
		Exam Two	Problem 4	0.25	85%	65%	85%	95%
		Exam Three	Problem 5	0.25	87%	87%	83%	90%
		<b>WEIGHTED AVG.</b>				<b>85%</b>		
2	<b>Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.</b>	Exam Three	Problem 2	0.5	88%	90%	88%	75%
		Project 4	Problem 5	0.5	84%	92%	84%	69%
		<b>WEIGHTED AVG.</b>				<b>86%</b>		

**Sample mapping from outcomes to Graduating Senior Survey question used to measure student outcomes. The questions are of the form “Indicate how well the following skill was enhanced by your undergraduate experience:”. Possible answers are ‘greatly’, ‘moderately’, ‘a little’, or ‘not at all’. We use the percentage of answers in the ‘greatly’ and ‘moderately’ categories as our measure of student obtainment of the outcomes.**

<b>Student Outcome</b>	<b>GSS Question</b>
1. Analyze a complex computing problem	Identify and solve problems
	Think analytically and critically
2. Design, implement, and evaluate a computing-based solution	Formulate creative/original ideas and solutions
	Use computers and other technology
3. Communicate	Communicate well orally
	Write Effectively
4. Recognize professional responsibilities	Develop a sense of values and ethical standards
	Make decisions and act ethically
	Identify moral and ethical issues

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

As noted above, the measures of student obtainment of the outcomes are discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department’s Industrial Advisory Board and in the fall as part of the department’s annual retreat.

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

These are discussed under **a. Assessment Process** above.

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

Assessments based on students’ performance in courses are typically conducted during the fall semester so that they can be reviewed in the spring. Senior exit interviews are held near the end of both the fall and spring semesters in order to give all graduating seniors the opportunity to participate. The UI’s graduating senior survey is completed by students when they apply for graduation – typically the semester before they graduate and more or less continuously throughout the year.

**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.

As noted above although there are certificates and minors in Cybersecurity and BS programs in Computer Science, no Idaho Public Institution currently offers a BS in Cybersecurity. Minors in Cybersecurity and BS programs in Computer Science are not similar enough to a BS in Cybersecurity to accurately represent either interest or competition.

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_16_	FY_17_	FY_18_	FY_19_ (most recent)	FY_16_	FY_17_	FY_18_	FY_19_ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0
CEI	0	0	0	0	0	0	0	0
CSI	0	0	0	0	0	0	0	0
CWI	0	0	0	0	0	0	0	0
NIC	0	0	0	0	0	0	0	0

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:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26	FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26
16	31	45	60	66	72	-	-	-	-	10	14

**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?

Maximum capacity is determined by the size of the labs for the junior and senior level courses. These labs hold 20 students. Currently we only anticipate offering one section of each course, which limits us to upper division classes being no more than 20 students. Lower division classes can be slightly larger, assuming some attrition.

The numbers in the table are based on current demand within computer science, and a somewhat higher retention rate. Experience shows that students coming into the computer science major are often not prepared for the amount of mathematics, logical thinking, and workload of the discipline. Many students, even high performing students, transfer out of computer science in the first two years.

We believe a conservative estimate is having 16 new freshmen enter the program the first year, and slow growth in new freshmen, two additional per year, as news of the program spreads.

**16. Minimum Enrollments and Graduates.**

- a. 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?

To maintain a viable program, we need to provide a regular offering of cybersecurity courses. Some of these courses can be taken by students in other majors (for example the upper division lecture courses can be take computer science students as technical electives). To provide these courses, we need to maintain a minimum enrollment in the classes (assumed to be an average of 15 undergraduate students per section).

If we have least 15 students in each “upper-division cadre”, then we will easily make these numbers. Such numbers will place the program within the median size of bachelor programs at the University of Idaho, and thus will be sustainable.

We believe a sustained enrollment of at least 80 undergraduate students will be a minimum to maintain this program.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

We anticipate that the program will undergo an ABET accreditation review in Fall 2025. If the program is unable to become accredited at that time, we will need to evaluate our shortcomings, and if the program is not sustainable, begin the process of terminating the program. Similarly, if we can't reach sustained enrollments of at least 24 upper division students (Juniors and Seniors), we will need to sunset the program. In either case students in the initial years of the program (Freshmen and Sophomores) can transition to the CS degree with minimal difficulty.

## **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 full program will be offered in Moscow. In the near future we plan to create a 2+2 programs in Coeur d'Alene (CdA) and in Idaho Falls (IF). We will partner with North Idaho College (NIC) in CdA and with the College of Eastern Idaho (CEI) in Idaho Falls (IF). Students will take the first two years of the program, earning an Associate's degree in the process, at NIC or CEI and finish the last two years, earning the BS, through UI. We will use live video conferencing between all three campuses (Moscow, CdA, and IF) to maximize our use of existing faculty in offering the degree. We currently have a 2+2 Bachelor's of CS program with NIC that will serve as the model for these 2+2 programs.

Although the program will initially be available only in Moscow – it will likely be at least two years before students from NIC or CEI would enter the program - the following discussion includes the resources at all three campuses to cover the anticipated expansion.

RADICL Lab, this is a specially designed, secure computing lab used to teach advanced cybersecurity courses that include attack and defense. In Moscow this lab is in JEB6. In Idaho Falls this lab is in CHE104. In Coeur d'Alene this lab is in iDen104.

General Computing Lab, this is a standard computing lab designed to teach programming and defense oriented cybersecurity. In Moscow this lab is in JEB321. In IF this lab is in CHE204. In CdA this lab is currently in HC240B.

If this program is eventually to be offered in Coeur d'Alene, and Idaho Falls via live video conferencing video capable classrooms are critical. In Moscow there are two available video classrooms EP202 and EP204, both of which hold 35 students. The CS Department currently gets priority scheduling for EP204. In Coeur d'Alene two video classrooms are available in the Harbor Center. In Idaho Falls video classrooms are available in the CHE 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?

There will be increased use of the RADICL lab at all three campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses.

There will be increased use of the General Computer Labs at all campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses. However, neither of the general computing labs are equipped with video conferencing equipment. So, before the program can be offered at either CdA or IF video capabilities will need to be added to JEB321 and to the general computing labs in CdA and IF.

- 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.

To offer the program in Moscow only, no additional resources are needed.

## 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.

Library resources are sufficient.

- 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.

## 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?

Resources for additional Sections:

We expect to add two sections of the existing CS120 course. This is taught as a large lecture course with separate lab sections, so the additional sections will be covered by TAs who teach the labs.

Resources for new Courses:

A review of the program curriculum shows that many of the courses are currently being

taught as CS courses (they will become Cybersecurity CYB courses or cross-listed CS/CYB courses). When we reach year 3 and begin teaching the lab courses two additional TAs will be needed.

- 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 program will be offered as an additional degree option within the Department of Computer Science. Hence all of the existing support, administrative staff, office space, etc. that is currently available within CS will be available to this program.

**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?

We will create a separate curriculum/petitions committee from the Cyber Security faculty to oversee the program. This will minimize the impact on existing personnel and the existing BS in Computer Science degree.

There will be an increase in size in some CS courses that are also required courses for students in the proposed CYB program. We have instructional capability to accommodate the additional students.

There will be a general shift in the elective CS course available to students in the CS program. Existing faculty will need to shift some of their teaching duties to the new CYB courses. Thus, some of the existing CS technical electives may be taught less frequently, but there will be more technical electives in the domain of Cybersecurity available to students. Overall students will still be able to select from a range of technical electives and there will be more than sufficient technical electives to allow students to graduate on time.

- c. 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.

Personnel:

To offer the program in Moscow only no additional faculty are required. As noted above some of the non-cybersecurity electives currently taught may be taught less frequently to account for the additional cybersecurity courses (many of which will be available as technical electives).

## 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 existing funds will be reallocated.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation

is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

c) **Non-ongoing sources:**

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

d) **Student Fees:**

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

There will be student lab fees to support the client computers, used by the students in the lab courses to connect to the secure servers. These fees will be used only for resources used in class. The exact amount of the fee will be dependent upon estimated enrollment and will be amortized over 3 years – the standard replacement cycle for the computers.

- 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.

See attached budget.

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).

# University of Idaho

## Bachelor of Science in Cybersecurity

Freshman Fall			Freshman Spring		
CYB 110	Cybersecurity and Privacy <u>CSP, CSF, PLE, PRI</u>	3	CS 120	Computer Science I <u>BSP</u>	4
CS 112	Computational Thinking	3	Math 176	Discrete Math	3
ISEM 101	Integrated Seminar	3	Comm 101	Fundamentals of Public Speaking	2
ENGL 101	Introduction to College Writing	3	Phil 103	Ethics	3
Math 143	Pre-calculus Algebra and Analytic Geometry	3	ELECTIVE	Science Elective w/Lab	4
<b>Total Credits</b>		<b>15</b>	<b>Total Credits</b>		<b>16</b>

Sophomore Fall			Sophomore Spring		
CS 121	Computer Science II	3	CS 270	System Software	3
CS 150	Computer Organization & Arch.	3	CS 240	Operating Systems <u>OSC, OTH</u>	3
CYB 210	Cybersecurity Management <u>CPM, SPM, ISC</u>	3	CYB 220	Secure Coding and Analysis <u>SPP, SSA, QAT</u>	3
ENGL 102	College Writing and Rhetoric	3	ELECTIVE	Science Elective w/Lab	4
MATH 160 or 170	Survey of Calculus or Calc I	4	STAT 251 or 301	Statistical Methods	3
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>		<b>16</b>

Junior Fall			Junior Spring		
CYB 310	Intermediate Cybersecurity (was CS 336) <u>CTH, BCY, IAA</u>	3	CS 383	Software Engineering	3
ISEM 301	Great Issues Seminar	1	CYB 340	Network Defense (was CS 438) <u>NDE, IDS</u>	3
CYB 330	Networking Fundamentals <u>BNW, NTP</u>	3	CYB 350	Operating System Defense <u>OSH, OSA, BCO</u>	3
CYB 380	Cybersecurity Lab I	3	CYB 381	Cybersecurity Lab II (was CS 439)	3
ELECTIVE	Hum/Social Science	3	ELECTIVE	Hum/Social Sciences	3
ENGL 317	Technical Writing	3			
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>		<b>15</b>

Senior Fall			Senior Spring		
CYB 401	Cybersecurity Professional Development (can be CS 400)	1	CYB 440	Software Vulnerability Analysis <u>SAS, VLA</u>	3
CYB 420	Computer and Network Forensics (was CS 447) <u>DFS, HOF, NWF</u>	3	CYB 481	Senior Capstone Design II (can be same as CS 481?)	3
CYB 480	Senior Capstone Design I (can be same as CS 480?)	3			
ELECTIVE	Free Electives	3	ELECTIVE	Free Electives	4
ELECTIVE	Hum/Social Science	3	ELECTIVE	Hum/Social Science	3
<b>Total Credits</b>		<b>13</b>	<b>Total Credits</b>		<b>13</b>

Courses in **RED** are new Cybersecurity Courses  
 Foundational KU are in **BOLD Underline GREEN**  
 Core Non-technical KU are Underline Brown

Courses in **BLUE** are modified existing CS courses  
 Core Technical KU are in Underlined RED  
 Other Optional KUs are in **Purple**

**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).

**Start FY**

**21**

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	11	11	31	31	45	45	60	60
B. Shifting enrollments	5	5	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>16</b>	<b>16</b>	<b>31</b>	<b>31</b>	<b>45</b>	<b>45</b>	<b>60</b>	<b>60</b>

**II. REVENUE**

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</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	154,823	N/A	433,504	N/A	628,299	N/A	846,965	N/A
5. Student Fees	3,300	N/A	9,240	N/A	13,392	N/A	18,053	N/A
6. Other (i.e., Gifts)	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>158,123</b>	<b>-</b>	<b>442,744</b>	<b>-</b>	<b>641,691</b>	<b>-</b>	<b>865,018</b>	<b>-</b>

*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 21</u>	<u>FY 22</u>	<u>FY 23</u>	<u>FY 24</u>
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	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	0	N/A	0	N/A	0	N/A	0	N/A
2. Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Adjunct Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Graduate/Undergrad Assistants	\$ -	N/A	\$ -	\$ -	\$ 33,000	\$ -	\$ 33,000	\$ -
5. Research Personnel	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6. Directors/Administrators		N/A		N/A		N/A		N/A
7. Administrative Support Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Fringe Benefits	\$ -	N/A	\$ -	N/A	\$ 1,122	N/A	\$ 1,122	N/A
9. Other:	\$ -	N/A	\$ -	N/A	\$ 4,032	N/A	\$ 4,032	N/A
<b>Total Personnel and Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 38,154</b>	<b>\$ -</b>	<b>\$ 38,154</b>	<b>\$ -</b>

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Other Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Communications	\$ 500	\$ 2,000	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -
5. Materials and Supplies	\$ 7,150	\$ -	\$ 7,150	\$ -	\$ 7,150	\$ -	\$ 7,150	\$ -
6. Rentals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Materials & Goods for Manufacture & Resale	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Operating Expenditures</b>	<b>\$ 7,650</b>	<b>\$ 2,000</b>	<b>\$ 7,650</b>	<b>\$ -</b>	<b>\$ 7,650</b>	<b>\$ -</b>	<b>\$ 7,650</b>	<b>\$ -</b>

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Equipment	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
<b>Total Capital Outlay</b>	<u>\$40,000</u>	<u>\$0</u>	<u>\$40,000</u>	<u>\$0</u>	<u>\$40,000</u>	<u>\$0</u>	<u>\$40,000</u>	<u>\$0</u>
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilites								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<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>TOTAL EXPENDITURES:</b>	<u>\$47,650</u>	<u>\$2,000</u>	<u>\$47,650</u>	<u>\$0</u>	<u>\$85,804</u>	<u>\$0</u>	<u>\$85,804</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$110,473</u>	<u>-\$2,000</u>	<u>\$395,094</u>	<u>\$0</u>	<u>\$555,887</u>	<u>\$0</u>	<u>\$779,214</u>	<u>\$0</u>

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

I.A.B.	
Row 84	Communication expenses are for advertising the program - these will come from CS funds: F&A returns, EO, etc.
Row 107	Renewing client machines in the computer labs, covered by lab fees. Initially the bulk of the lab fees will come from CS (non-CYB) students using the labs.
Row 105	This is grant funded
Row 51	Two TAs, these will be reallocated from another department within the College if necessary.
Row 78	No travel funds for recruiting are included because the chair and members of the program already travel around the state extensively, these trips will incorporate advertising.

## Attachment #17

## PROPOSAL TO ADD A NEW MINOR IN GEOGRAPHY

1. Add the following **Minor in Geography**:

## Geography Minor

GEOG 100	Physical Geography	3
GEOG 100L	Physical Geography Lab	1
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 385	GIS Primer	3

Select two electives from the following categories: 6

### Human Geography:

GEOG 260	Introduction to Geopolitics
GEOG 330	Urban Geography
GEOG 345	Global Economic Geography
GEOG 350	Geography of Development
GEOG 360	Population Dynamics and Distribution
GEOG 365	Political Geography

### Physical Geography:

GEOG 301	Meteorology
GEOG 313	Global Climate Change
GEOG 317	Tree Rings and Environmental Change
GEOG 401	Climatology
GEOG 410	Biogeography
GEOG 430	Climate Change Ecology
GEOL 335	Geomorphology

### Human-Environment Geography:

GEOG 420	Land, Resources, and Environment
GEOG 435	Climate Change Mitigation
GEOG 455	Societal Resilience and Adaptation to Climate Change
GEOG 488	Geography of Energy Systems

### Geospatial Methods:

GEOG 390	Cartographic Design and Geovisualization
GEOG 407	Spatial Statistics and Modeling
GEOG 414	Socioeconomic Applications of GIS

GEOG 424	Hydrologic Applications of GIS and Remote Sensing
GEOG 475	Intermediate GIS
GEOG 479	GIS Programming
GEOG 483	Remote Sensing/GIS Integration
Other Geography electives as approved by the department	

**Total Hours****19****Courses to total 19 credits for this minor**

**Rationale:** In recent years there have been many requests for a geography minor generated by students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Through this action, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho.

A minor in Geography will provide undergraduates with an introduction to the discipline of the four primary branches of Geography: Physical Geography; Human Geography; human-environment interaction, and geospatial methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. Students must complete 19 credits for the Geography minor, of which at least 9 of the 19 credits must be UI courses taken in residence. The Geography minor will enhance the knowledge of students currently enrolled in other majors in both the social and life sciences.



PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM

(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

Table with 4 columns and 6 rows for selecting request types. Row 1: 1. New component (option, minor, emphasis, concentration or specialization) [X] 5. Discontinuation of a certificate (30 credits or less)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Form with fields for Dept Chair Name (Raymond Dezzani), Department/Unit (Geography), College (College of Science), Current Program Name (Graduate/Undergraduate), Primary Point of Contact, Briefly describe the change (Adding a Geography Minor), CIP Code, Financial impact, and Describe the financial impact.

Implementation/effective date of change or new component:	Catalog 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	Moscow Campus		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Geography Minor
Number of credits:	19 Credits
Describe proposed new program component or certificate to include overview of program and credit requirements:	<p>Requirements are a total of 19 credits for a Geography minor (13 credits of required courses &amp; 6 credits elective):</p> <p><b><u>Required 13 credits and Geography course number:</u></b></p> <p>Geography 100 (3 credits)  Geography 100 Lab (1 credit)  Geography 165 (3 credits)  Geography 200 (3 credits)  Geography 385 (3 credits)</p> <p><b>Two additional elective courses:  (total of 6 elective credit hours)</b></p> <p><u>Human Geography electives:</u>  Introduction to Geopolitics 260; Urban Geography 330; Global Economic Geography 345; Geography of Development 350; Population Dynamics and Distribution 360; Political Geography 365;</p> <p><u>Physical Geography electives:</u>  Meteorology 301; Climatology 401; Global Climate Change 313; Dendrochronology 315; Biogeography 410; Global Change Ecology 430; Geomorphology GEOL 335.</p> <p><u>Human-environment geography electives:</u></p>

	<p>Land Resources, and Environment 420; Climate Change Mitigation 435.; Societal Resilience and Adaptation to Climate Change 455; Geography of Energy Systems 488.</p> <p><u>Geospatial methods electives:</u>                  Cartography &amp; Geovisualization 390; Spatial Analysis and Modeling 407; Hydrologic Applications of GIS and Remote Sensing 424; Intermediate GIS 475; GIS Programming 479; Remote Sensing/GIS 483; Socioeconomic Applications of GIS 412.</p> <p>** Or other Geography courses as approved by the department **</p>		
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	X	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<p>In recent years there have been many requests for a geography minor generated by students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Through this action, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho.</p> <p>A minor in Geography will provide undergraduates with an introduction to the discipline of the four primary branches of Geography: Physical Geography; Human Geography; human-environment interaction, and geospatial methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. Students must complete 19 credits for the Geography minor, of which at least 9 of the 19 credits must be UI courses taken in residence. The Geography minor will enhance the knowledge of students currently enrolled in other majors in both the social and life sciences.</p>			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
Evaluation will occur during normal course evaluation through examination, research papers, presentations.			
How will you ensure that the assessment findings will be used to improve the program?			
Consistent with current evaluation and assessment procedures. Increased student enrollments are expected.			
What direct and indirect measures will be used to assess student learning?			

Consistent with current evaluation and assessment procedures.

When will assessment activities occur and at what frequency?

Assessment will occur as courses are offered and at the end of each semester and at the end of the academic year.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	Geography Faculty Meeting	Vote Record:	January 30,2019 9 Votes in favor, 1 abstained
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	9 / 25 / 2019	Vote Record:	7 approve, 0 oppose
Dean Signature of Approval	Mark J. Nielsen		

## Assessment Justification for Geography Minor Proposal

The basis of assessment in the Geography B.S. degree

As per the specification of the Assessment Plan for Geography – B.S. Degree, there are five major learning outcomes:

- 1) The student will be able to use geographic information systems (GIS) and be able to use cartographic data and analysis at a high/professional level.
- 2) The student will be able to use statistical methods and analyze quantitative information,
- 3) The student will be able to perform policy analysis using geographical arguments and inform policy.
- 4) The student will exhibit the ability to write and verbally communicate geographic information.
- 5) The student will exhibit knowledge of human and physical geography and human and environmental process in geographic space.

The course requirements and electives of the B.S. degree, successfully completed, ensure the satisfaction of the specified learning outcomes.

The geography minor, with its reduced requirements and electives will satisfy the following learning outcomes:

- 1) The student will be able to use geographic information systems (GIS) *at an elementary level* and be able *to interpret* cartographic data. Analytical skills will be limited.
- 2) The student will exhibit the ability to write and verbally communicate geographic information.
- 3) The student will exhibit *basic* knowledge of human and physical geography and human and environmental process in geographic space.

Student assessment, as with the major, will be based on successful completion of coursework that involves the writing of essays and semester papers, taking quizzes and exams and the completion of exercises and lab tasks.

**PROPOSAL TO CREATE A REMOTE SENSING OF THE ENVIRONMENT GRADUATE CERTIFICATE**

1. Add the following Remote Sensing of the Environment Graduate Certificate:

**Remote Sensing of the Environment Academic Graduate Certificate**

GEOG 583	Remote Sensing/GIS Integration	3
NRS 472	Remote Sensing of the Environment	4
or FOR 472		
NRS 552	Current Literature in Environmental Remote Sensing	1
or FOR 552		
Select two of the following courses:		6
FOR 535	Remote Sensing of Fire	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
Total Hours		14

**Courses to total 20 credits for this certificate**

**Rationale:** Add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty teaching courses in this certificate met on October 30, 2018 and again on September 20, 2019 to assess the undergraduate certificate, and as an outcome we also found that there was interest and support for a graduate level certificate offering as well.

All of these courses currently exist or have already successfully been taught twice as experimental courses, and we are packaging them together so that they can add value to the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input checked="" type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Lee Vierling	Email:	<a href="mailto:leev@uidaho.edu">leev@uidaho.edu</a>
Department/Unit:	Natural Resources and Society		
College:	College of Natural Resources		
Current Program Name:	n/a	<input type="checkbox"/>	Graduate
		<input type="checkbox"/>	Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	Add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty teaching courses in this certificate met on October 30, 2018 and again on September 20, 2019 to assess the undergraduate certificate, and as an outcome we also found that there was interest and support for a graduate level certificate offering as well.		
CIP Code:	03. 01 04	New (list requested code):	Existing (list the current code):
What is the financial impact of the requested change:		<input type="checkbox"/>	Greater than \$250,000 per FY;
		<input checked="" type="checkbox"/>	Less than \$250,000 per FY;

Describe the financial impact:	All of these courses currently exist or have already successfully been taught twice as experimental courses, and we are packaging them together so that they can add value to the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.			
Implementation/effective date of change or new component:	Catalog year 2020-21			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	x	Yes		No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	x	No
Please write the geographical location that this program will be offered:	Moscow			

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Remote Sensing of the Environment			
Number of credits:	14			
Describe proposed new program component or certificate to include overview of program and credit requirements:	Graduate Certificate in Remote Sensing of the Environment  Requirement A The three following courses (8cr): NRS/FOR 472 Remote Sensing of the Environment (4cr) GEOG 583 Remote Sensing/GIS Integration (3cr) NRS/FOR 552 Current Literature in Environmental Remote Sensing (1cr)  Requirement B Two of the following courses (6cr) GEOG 524 Hydrologic Applications of GIS and Remote Sensing (3cr) FOR 535 Remote Sensing of Fire (3cr) NRS 5XX (578?) Lidar and Optical Remote Sensing Analysis Using Open Source Software (3cr)  Courses to total 14 credits for this certificate			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:				
Context: Faculty who contribute to teaching courses included in this proposed certificate met on October 30, 2018 to address three goals: 1) evaluate the required course sequence and options, 2) identify additional teaching needs and				

opportunities to expand program options so as to support additional enrollment in the certificate, and 3) discuss program learning outcomes and assessment planning. This was an important meeting because it catalyzed a series of outcomes. First, we learned that courses in the existing undergraduate sequence were sporadically offered with a schedule that might prohibit successful program completion by students. Second, we identified several areas of need for expanded course offering to both expand student options and increase the scope and sequence available in each semester (in addition to summer session). Third, we had follow-up meetings with additional faculty and secured at least two new courses added to the program offering. Finally, we discussed how we might assess student performance in the certificate when not all students enrolled in these courses are in fact pursuing the certificate program. The upshot of these discussions led us to develop this new course sequence and we affirmed this during a meeting this fall. With recent faculty hires in this area, more courses are likely to be added to this list in future years as they make the transition from experimental to permanent status.

Learn and Integrate (1) : **Students in the Remote Sensing of the Environment Graduate Academic Certificate program will be able to integrate fundamental knowledge of electromagnetism, sensor design, atmospheric science, and understanding of radiation interactions with the environment into graduate-level research.** Direct measures: Indicator assignments will be used in the required course NRS/FOR 472. Specifically, students will conduct two laboratory experiments designed to show the integration of physics, sensors, the atmosphere, and the physical environment, and be asked to interpret the results in ways that demonstrate adequate understanding of these topics. **In addition, students will present and be assessed on their performance on primary remote sensing literature analyses in NRS/FOR 552. The number of graduate level research projects completed by students that involve the use of remote sensing instrumentation will be another direct measure.**

Learn and Integrate (2): **Students in the Remote Sensing of the Environment Graduate Academic Certificate program will be able to will incorporate at least one application of remote sensing science in environmental monitoring and management to a graduate-level research project.** Direct Measures: Indicator assignments in NRS/FOR 472, GEOG 583, and NRS 578) will be developed that underscore the application of remote sensing in environmental monitoring and management. **The number of graduate level research projects completed by students that involve remote sensing will be another direct measure.** In addition, faculty teaching in this certificate program have met and with new faculty hires in this area in the Colleges of Science, Natural Resources, and Agricultural/Life Sciences, plan to expand the number application-based courses that can be integrated in this certificate to broaden student opportunity. One such course (focused on Unmanned Aerial Systems, or “Drones”) is being taught as an experimental course this fall with the intention of making it a permanent course.

Clarify Purpose and Perspective: **Students in the Remote Sensing of the Environment Graduate Academic Certificate program will incorporate remote sensing into an interdisciplinary topic on the relationship between remote sensing technology and society in a graduate-level research project.** Direct measures: A new indicator assignment will be developed in the required course NRS/FOR 472. Specifically, students will be asked to interpret imagery collected in their home town and in the Moscow/Pullman area and be asked to interpret the results in ways that demonstrate adequate understanding of these topics. **We will also conduct exit interviews with graduate students completing the certificate to determine whether they incorporated remote sensing into any interdisciplinary topics involving social sciences in conducting their research work.**

Performance Target (the performance the program wants to see; this represents success for achieving the program-level learning outcome) That students find enough value in this certificate through quality course offerings so that the certificate is enrolled by 4 students in the inaugural year of 2020-21 and increases by at least 1 student in each of the following years until enrollment stabilizes around 15-20 students.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
We will attempt to determine which students enrolled in NRS/FOR 472 and NRS/FOR 552 are also enrolled in the certificate program, and report laboratory scores of these students. Our performance target is that these students average a B performance on these assignments.
How will you ensure that the assessment findings will be used to improve the program?
Faculty teaching these courses will meet once each year to discuss program status and assessment data. We will work to identify students who are enrolled in the certificate and gather their feedback through questionnaires and exit interviews. The Department Head of NRS will report assessment findings and plans annually.
What direct and indirect measures will be used to assess student learning?
Direct Measures: Please see above where the Direct Measures are listed and described relative to each program learning outcome. <b>We have added measures specific to how students integrate their learning of remote sensing topics into their graduate level research.</b>
Indirect Measures: Number of students enrolled in applications-based courses.
When will assessment activities occur and at what frequency?
Course-based assessments will occur annually, program faculty meetings will occur annually, student feedback and exit interviews will occur annually, and reporting assessment status and future adjustment/implementation of new strategies will occur annually.

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/16/2019	Vote Record:	Unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	9/23/19	Vote Record:	5 approve, 0 against
Dean Signature of Approval			

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	<b>College of Natural Resources</b>
Department/Unit	<b>Natural Resources and Society</b>
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	578
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### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	<b>Lidar and optical remote sensing analysis using open source software</b>
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Short Course Title (If the course title is longer than 30 characters)

L	I	D	A	R		A	N	D		O	P	T	I	C	A	L		R	S		A	N	A	L	Y	S	I	S	
---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	--

Subject Prefix	NRS	Number	5xx (578 preferred)
Credits	3	Prerequisites	STAT251 & WLF370, or STAT427, and NRS/FOR 472
Co-requisites			
Description	Lidar and optical remote sensing data play a key role in natural resource and environmental research and management. Students will use open-source software to efficiently and effectively work with optical and lidar remote sensing datasets. Topics include introduction to open-source software for lidar and optical remote sensing analysis, acquisition and pre-processing of optical and lidar remote sensing data, and remote sensing analysis approaches that allow conversion of remotely sensed data into management/research relevant information. This course focuses on development and application of		

	practical skills through project-based learning. For graduate credit, primary literature review, discussion, and a class project including evaluation and writeup of unique and advanced datasets is also required.
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### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 478
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

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).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
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Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

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

### Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

**Formative assessments of student learning will occur throughout the semester in the form of short reading quizzes and in-class exercises. Summative assessment will consist of 1 – 2 projects that ask student to apply their learning to new and novel contexts. At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using a unique and advanced dataset.**

### Rationale

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

**This course has been taught as an experimental NRS 404/504 course over the past two years and has been well received. Employer stakeholders (for example, three large Idaho-based natural resource/environmental consulting and management companies) have specifically mentioned the need for more lidar and optical remote sensing practical skills training as this is an emerging technology across many natural resource and environmental applications. This course therefore fills a need in the curriculum for a skills-oriented course focused on analysis of optical and lidar remote sensing data. The course will serve as a bridge between introductory data management courses and more advanced discipline specific remote sensing applications courses.**

### Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019, with amendments
General Curriculum Report Number	298

Friendly amendments:

- Ensure "LIDAR" is fully capitalized everywhere it appears (title and course description)
- Remove the phrase "Using Open Source Software" from the title. The course title should now read, "LIDAR and Optical Remote Sensing Analysis."

**PROPOSAL TO ADD AN OPTION TO THE MASTER OF NATURAL RESOURCES**

1. Add a **Restoration Ecology and Habitat Management Option** to the **Master in Natural Resources**:

**Master of Natural Resources. Major in Natural Resources. Restoration Ecology and Habitat Management Option.**

Complete admissions and degree information is available online at:

<http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

**Restoration Ecology and Habitat Management Core**

ENVS 579	Introduction to Environmental Regulations	3
or NRS 588	NEPA in Policy and Practice	
FISH 540	Wetland Restoration	3
NR 599	Non-Thesis Research	2
NRS 580	Restoration Ecology Practicum	2
REM 440	Wildland Restoration Ecology	3
REM 507	Landscape and Habitat Dynamics	3
<b>Ecology and Management (choose two courses):</b>		<b>5-6</b>
ENVS 544	Water Quality in the Pacific Northwest	
FISH 515	Large River Fisheries	
FISH 525	Aquaculture in Relation to Wild Fish Populations	
FOR 526	Fire Ecology	
REM 429	Landscape Ecology	
REM 456	Integrated Rangeland Management	
REM 459	Rangeland Ecology	
SOIL 422	Environmental Soil Chemistry	
SOIL 446	Soil Fertility	
WLF 440	Conservation Biology	
<b>Tools and Technology (choose 3 credits):</b>		<b>3</b>
ENVS 450	Environmental Hydrology	
FOR 451	Fuels Inventory and Management	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
PLSC 419	Plant Community Restoration Methods	
REM 407	GIS Application in Fire Ecology and Management	
REM 410	Principles of Vegetation Measurement and Monitoring	

or REM 520		
WLF 540	Conservation Genetics	
WLF 561	Landscape Genetics	
Policy, Planning, and Society (choose two courses):		5-6
BIOP 523	Planning Sustainable Places	
ENVS 546	Drinking Water and Human Health	
ENVS 579	Introduction to Environmental Regulations	
FOR 584	Natural Resource Policy Development	
FS 536	Principles of Sustainability	
NR 507	Moral Reasoning in Natural Resources	
NRS 576	Environmental Project Management and Decision Making	
NRS 588	NEPA in Policy and Practice	
Additional elective graduate courses to total a minimum of 30 credits		
<b>Total Hours</b>		<b>29-31</b>
 <b>Courses to total 30 credits for this degree</b>		



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

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input checked="" type="checkbox"/> | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Leda Kobziar, MNR/ Alistair Smith, DGS	Email:	<a href="mailto:lkobziar@uidaho.edu">lkobziar@uidaho.edu</a> / <a href="mailto:alistair@uidaho.edu">alistair@uidaho.edu</a>	
Department/Unit:	Master of Natural Resources			
College:	College of Natural Resources			
Current Program Name:	Master of Natural Resources	<input checked="" type="checkbox"/>	Graduate	
		<input type="checkbox"/>	Undergraduate	
Current program credits:	30			
Primary Point of Contact (if different from above):		Email:		
Briefly describe the change you are requesting:	We are requesting the addition of a new Option. Currently there are three options in the MNR. Our ~130 students are distributed across these options.			
CIP Code:	New (list requested code):		Existing (list the current code):	
What is the financial impact of the requested change:	Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>	Less than \$250,000 per FY;	
Describe the financial impact:	We believe the new option will be attractive to students and helpful in recruiting new students. There will be no perceivable financial cost. Some staff time will be required for the new web page content and some resources required for recruitment materials.			

Implementation/effective date of change or new component:	We already have the courses and instructors for the new option in place, so there is no lead time necessary. These changes can be implemented as soon as they are approved.			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	x	Yes		No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	x	Yes		No
Please write the geographical location that this program will be offered:	The Option can be pursued from anywhere in the world where an internet connection is available. The program is administered out of the Moscow campus by CNR Graduate Studies.			

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Restoration Ecology and Habitat Management			
Number of credits:	30			
Describe proposed new program component or certificate to include overview of program and credit requirements:	The new Option in Restoration Ecology and Habitat Management will follow the existing curricular structure of the MNR program and the existing options. This structure includes a set of subject-specific Core Courses, plus three categories requiring a minimum number of credits in each category. Students select from approved courses in each group. A final, comprehensive project or portfolio is required for 2 credits.			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	x	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:				
Graduates from the MNR- Restoration Ecology and Habitat Management program will be able to articulate ecological, social, and practical (management/education/ policy) perspectives and their role in natural resources restoration and management, and how these can be effectively integrated. Graduating students will identify and distinguish diverse viewpoints and perspectives, interpret these in relation to natural resources professions and practice, and examine and appraise their own professional goals in light of these perspectives. Throughout the program, students will examine the ethical issues present in prominent problems in restoration and natural resources management, science, and communication, and show how ethical principles and frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems. Students will also demonstrate advanced oral, written and visual techniques to articulate and defend the significance and implications of their ideas in terms of challenges and trends in both scientific and societal (policy, planning, law, economics, management, education and /or communication) contexts of restoration ecology and habitat management.				
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:				
Graduating students will illustrate and reflect on knowledge and skills gained through the program by creating and presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research				

knowledge and experience. This final project or portfolio, in which each student demonstrates and reflects on how they achieved each of the will be evaluated by the MNR Core Faculty committee. Each SLO is scored by the faculty group to evaluate how well the program fulfills each of its objectives, and to identify areas where program improvements are needed. This feedback is discussed by the Core Faculty committee annually and strategies are identified for improvements, including but not limited to changes in course offerings (i.e. curricula), assignments, and content, and improved guidance and advising for the final project and/or portfolio.

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

Each semester we have graduating students whose performance in the final project/portfolio and presentation will provide direct evidence of whether we have achieved our goals. Where any deficiencies are evidenced, we discuss these at the start of the next semester with the Core Faculty group, which is largely responsible for teaching the majority of the courses in the program. We will discuss how course assignments and content can best be improved to remedy any identified deficiencies. We also pay close attention to student evaluations and feedback on the courses in the program and look for ways we can augment our materials and approaches to better ensure SLOs are achieved.

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

Direct measures include satisfactory demonstration of achieved SLOs, broadly characterized by integrated and holistic thinking about restoration ecology and habitat management during the NR 599 MNR final oral presentation or final portfolio, and measured using a minimum score requirement on an objective scoring form by at least three MNR faculty. Courses in the program with assignments that directly address multiple SLOs include the Core Courses for the new curriculum. Specific faculty will be called upon to reflect on student SLO achievement in their courses as an indirect measure. In addition, indirect measures include assessment through our MNR program exit survey and interview. We expect that students use their projects or portfolios for employment applications, to share with their employers or stakeholders, or to implement and integrate into their career activities and the perspectives and knowledge which they apply to their future endeavors.

When will assessment activities occur and at what frequency?

Assessment activities will occur bi-annually through the core faculty discussion of student performance on the final project/portfolio at the beginning of each semester.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1.		

	2. 3. 4. 5.
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**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/23/19 <i>[Signature]</i>	Vote Record:	9 FOR, 0 AGAINST, 2 non-voting
Dept Chair Signature of Approval	<i>Alastair Smith</i>		
College Curriculum Committee Approval Date:	9/23/19	Vote Record:	5 FOR, 0 AGAINST
Dean Signature of Approval			

**MNR Restoration Ecology and Habitat Management Curriculum: 30 Total Credits Required.**

**Core (16 cr):**

NR 599 Non-Thesis Research (2 cr, online, all Spring, Summer, Fall)

REM 440 Wildland Restoration Ecology (3 cr online, Spring)

NRS 580 Restoration Ecology Practicum (2 cr, online, Summer)

FISH 540 Wetland Restoration (3 cr, Summer)

REM 507 Landscape and Habitat Dynamics (3 cr, online, Fall, odd years)

ENVS 579 Introduction to Environmental Regulations (3 cr, online, Fall) -or- NRS 588 NEPA in Policy and Practice (3 cr, online, Summer)

**Commented [LK1]:** This is now only offered in the Summer. A catalog change request will be submitted.

**Commented [LK2]:** Eva Strand, the instructor, offers this in the Fall now instead of the Spring. The catalog change request will be submitted.

**Ecology and Management (choose two courses: 5+ cr)**

WLF 440 Conservation Biology (2 cr, online, Summer)

REM 429 Landscape Ecology (3 cr, online and in-person, Spring)

REM 456 Integrated Rangeland Management (3 cr, online, Spring)

REM 459 Rangeland Ecology (3 cr, online, Fall)

FOR 526 Fire Ecology (3 cr, online, Fall)

FISH 515 Large River Fisheries (2 cr, online, Fall odd years)

FISH 525 Aquaculture in Relation to Wild Fish Populations (2 cr, online, Spring)

ENVS 544 Water Quality in the Pacific Northwest (3 cr, online, Fall)

SOIL 446 Soil Fertility (3 cr, online, Spring)

SOIL 422 Environmental Soil Chemistry (3 cr, online, Fall)

**Policy, Planning, and Society (choose two courses: 5+ cr)**

ENVS 579 Introduction to Environmental Regulations (3 cr, online, Fall: if not taken in the Core)

NRS 588 NEPA in Policy and Practice (3 cr, online, Summer: if not taken in the Core)

FOR 584 Natural Resource Policy Development (3 cr, online, Spring)

NR 507 Moral Reasoning in Natural Resources (3cr, online, Summer)

BIOP 523 Planning Sustainable Places (3 cr, online, Fall)

ENVS 546 Drinking Water and Human Health (3 cr, online, Spring)

NRS 576 Environmental Project Management and Decision Making (2 cr, online, Spring)

FS 536 Principles of Sustainability (3 cr, online, Fall/Spring)

**Tools and Technology (3+ cr)**

REM 410/REM 520 Principles of Vegetation Measurement and Monitoring (2/3cr, online, Fall)

FOR 451 Fuels Inventory and Management (3 cr, online, Spring)

REM 407 GIS Application in Fire Ecology and Management (3 cr, online Spring)

GEOG 524 Hydrologic Applications of GIS and Remote Sensing (3 cr, online, Fall)

WLF 561 Landscape Genetics (2 cr, online, Spring- even years)

WLF 540 Conservation Genetics (1-3 cr, online, Summer)

PLSC 419 Plant Community Restoration Methods (2 cr, in-person, Spring)

ENVS 450 Environmental Hydrology (3 cr, online, Spring)

NRS 578 Lidar and Optical Remote Sensing Analysis Using Open Source Software (3 cr, online, Spring)



### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	This is an add course that will be cross listed and joint listed between two academic units – SWS and EnvSci
Cross-Listed Course(s)	Soils 444/544
Joint-Listed Course(s)	EnvSci 444
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

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).*

Is this course available via distance education?*	Yes	X	No	
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### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Distance education course – all locations

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

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### Assessment

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Summarize how the learning outcomes will be assessed for the proposed course.

Students will be expected to complete homework assignments and write three papers in this class. Students in the 500 version of the class will also critique two papers submitted by fellow students in the class. The three written paper topics will be on: (1) surface water quality, (2) groundwater quality, and (3) ocean water quality issues.

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### Rationale

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

This course has been developed to support both the new undergraduate and graduate degrees in the water resources program. This course will also support undergraduate and graduate student degrees in both the soil sciences and environmental sciences program. The instructor developing this class has taught at the University of Idaho for 40 years, has received college and university teaching awards, has completed 43 graduate student programs and has taught more than 15,000 students in his career.

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### Office of the Registrar Information

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Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	College of Natural Resources
Department/Unit	Department of Natural Resources and Society
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

x	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title	Number	Credits	Recommended Preparation
	Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	576
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### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	Environmental Project Management and Decision Making
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Short Course Title (If the course title is longer than 30 characters)

E	N	V		P	R	O	J	E	C	T		M	G	M	T		&		D	E	C	I	S	I	O	N	S				
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Subject Prefix	NRS	Number	576
Credits	2	Prerequisites	None
Co-requisites	none		
Description	Integrated, interdisciplinary approaches to environmental project and program management and decision making. Emphasis on environmental planning techniques, scenario development, analysis, and application of geospatial tools such as GIS and remote sensing. Direct experience and basic skills for project and program development and evaluation.		

**Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

**Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

**Distance Education Availability**

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).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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**Geographical Area Availability**

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*	<input type="checkbox"/>	Location(s) _____

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

## Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

### Course-level Learning Outcomes

Students completing this course will be able to:

- (Comprehension Level) describe the discreet phases of environmental project management and decision making, as well as specific methods and tools associated with each phase,
- (Application Level) recall and employ project management tools and techniques for the development of mock plans and reports,
- (Synthesis Level) integrate conversations and interviews with professional project managers in revised course products, as well as course evaluations,
- (Analysis Level) examine what was done well and what was done poorly by project managers of various environmental restoration case studies, and
- (Evaluation Level) defend improvements you suggest in writing and in discussions with classmates.

### University Level Learning Outcomes

Students completing this course will be able to:

- Communicate effectively by listening actively, formulating, articulating, and explaining ideas clearly using oral and written techniques (Communicate, Practice Citizenship),
- Develop and apply scientific knowledge (biological, physical, socio-economic) to evaluate and justify decisions about natural resource use and conservation (Learn and Integrate), and
- Demonstrate skills in discussing issues with a variety of people, respecting differences and seeking common ground (Clarify Purpose and Perspective, Practice Citizenship).

### Learning Activities and Study Expectations

Students learn about and report on project management case studies found in conservation media and shared by visiting lecturers involved in environmental planning. Students read about the latest theories and methods in environmental project management, interact with each other through discussion posts, interview practicing professionals in the field, and critically examine case studies.

Students should invest at least 2 hours of study time per week for each class credit hour. Late work is not accepted without advance approval, but students are welcome to work ahead.

## Rationale

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

This course has already been offered as an experimental 504 course and was well received. Our enrollment in the online MNR and Environmental Science programs has steadily increased in recent years, and this course was developed in consultation with (and at the request of) several employer stakeholders and the CNR Advisory Board. Online students taking this course are often professionals who are looking to add skillsets in order to advance in their careers and the mix of practical and theoretical skills in this course is designed for these students.

## Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	<b>College of Natural Resources</b>
Department/Unit	<b>Natural Resources and Society</b>
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	578
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### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	<b>Lidar and optical remote sensing analysis using open source software</b>
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Short Course Title (If the course title is longer than 30 characters)

L	I	D	A	R		A	N	D		O	P	T	I	C	A	L		R	S		A	N	A	L	Y	S	I	S	
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Subject Prefix	NRS	Number	5xx (578 preferred)
Credits	3	Prerequisites	STAT251 & WLF370, or STAT427, and NRS/FOR 472
Co-requisites			
Description	Lidar and optical remote sensing data play a key role in natural resource and environmental research and management. Students will use open-source software to efficiently and effectively work with optical and lidar remote sensing datasets. Topics include introduction to open-source software for lidar and optical remote sensing analysis, acquisition and pre-processing of optical and lidar remote sensing data, and remote sensing analysis approaches that allow conversion of remotely sensed data into management/research relevant information. This course focuses on development and application of		

	practical skills through project-based learning. For graduate credit, primary literature review, discussion, and a class project including evaluation and writeup of unique and advanced datasets is also required.
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### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 478
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

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

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- (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).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
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Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

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

### Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

**Formative assessments of student learning will occur throughout the semester in the form of short reading quizzes and in-class exercises. Summative assessment will consist of 1 – 2 projects that ask student to apply their learning to new and novel contexts. At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using a unique and advanced dataset.**

### Rationale

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

**This course has been taught as an experimental NRS 404/504 course over the past two years and has been well received. Employer stakeholders (for example, three large Idaho-based natural resource/environmental consulting and management companies) have specifically mentioned the need for more lidar and optical remote sensing practical skills training as this is an emerging technology across many natural resource and environmental applications. This course therefore fills a need in the curriculum for a skills-oriented course focused on analysis of optical and lidar remote sensing data. The course will serve as a bridge between introductory data management courses and more advanced discipline specific remote sensing applications courses.**

### Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019, with amendments
General Curriculum Report Number	298

Friendly amendments:

- Ensure "LIDAR" is fully capitalized everywhere it appears (title and course description)
- Remove the phrase "Using Open Source Software" from the title. The course title should now read, "LIDAR and Optical Remote Sensing Analysis."

# UNIVERSITY CURRICULUM COMMITTEE

## Course Approval Form

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### Submission Information

College	College of Natural Resources
Department/Unit	Natural Resources and Society
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	588
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### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	<b>NEPA in Policy and Practice</b>
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Short Course Title (If the course title is longer than 30 characters)

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Subject Prefix	NRS	Number	588
Credits	3	Prerequisites	none
Co-requisites			
Description	In-depth review of the National Environmental Policy Act (NEPA), its legislative background and history, significant case law, and Council of Environmental Quality (CEQ) Guidelines. Students will review examples of agency Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements. Students will evaluate whether specific documents "meet the intent or spirit" of NEPA, compare state vs. federal NEPA regulations, and review at least one federal agency's NEPA procedures.		

### Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 488
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

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- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

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--*

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- (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).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input type="checkbox"/>
Coeur d'Alene	<input type="checkbox"/>
Boise	<input type="checkbox"/>
Idaho Falls	<input type="checkbox"/>
Other*	Location(s) <input type="text"/>

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

## Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

### Student Learning Outcomes:

1. **Learn and Integrate:** Students will gain a grounding in the interrelated nature of social, economic, and environmental issues, as related to views of interdependence, resource allocation, and environmental justice. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
2. **Think and Create:** Apply critical thinking to analyze, articulate, and envision solutions to social, economic, and environmental problems of sustainability, integrating knowledge data across disciplinary boundaries. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
3. **Communicate:** Build your capacity to communicate complex ideas, to consider alternative plans and their impacts when considering potential projects that fall under the NEPA process. Engage in professional discourse. Communicate your ideas with consideration and clarity, listen authentically and with curiosity. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
4. **Clarify Purpose and Perspective:** Examine how learning about the NEPA process impacts your chosen profession or research its relevance to stakeholders and how it fits into the context of (or paves a new path from) what is already known. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
5. **Practice Citizenship:** Students will internalize an understanding of the consequences of their social, economic, and environmental choices, and the possibilities for taking action on personal and public levels. This SLO will be assessed using journal entries.

At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using an advanced case study.

## Rationale

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

**This course has been taught as an experimental NRS 404/504 course two times over the past two years and has been well received. The initial course development occurred in collaboration with external stakeholders in the natural resource and environmental professions. Up to this point the workload has been focused on offering during the summer and we will continue with summer offerings, with possible expansion to regular academic year offerings in future years.**

## Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	College of Natural Resources
Department/Unit	Forest, Rangeland, and Fire Sciences
Dept/Unit Approval Date	9/23/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/>	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	REM	Number	520
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### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	Advanced Vegetation Measurement and Monitoring
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Short Course Title (If the course title is longer than 30 characters)

A	D	V		V	E	G		M	O	N	I	T	O	R	I	N	G				
---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	--	--	--

Subject Prefix	REM	Number	520
Credits	3	Prerequisites	Stat 251 or permission
Co-requisites			
Description	This course introduces theory and application of quantitative and qualitative methods for measuring and monitoring vegetation in grasslands, shrublands, woodlands, and forests. Students will gain a solid understanding of how to measure and evaluate vegetation attributes and design and implement monitoring programs relative to wildlife habitat, livestock forage, fire fuel characteristics, watershed function, and many other wildland values. Advanced Vegetation Measurements and Monitoring includes a 1-hr weekly discussion of current literature on vegetation measurements and the use of monitoring data for natural resource decision making. Recommended Preparation: A basic understanding of how to use computer spreadsheets such as Excel. (Fall only). Students are		

	encouraged to also enroll in REM 460 for field experience in collecting vegetation data that will be used in this course.
--	---

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

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).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
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Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

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

### Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Two exams, reflection exercises for guest speakers or readings, assignments to demonstrate knowledge of calculation and interpretation of vegetation monitoring indicators, class participation
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### Rationale

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

This course has been taught for two years (Fall 2018, Fall 2019) as a REM 504 section. Consistent interest in the class supports making the course permanent, and will help graduate students (especially in MNR) who normally enroll in 410 to recognize this is the companion graduate class. This course will not result in addition to current workloads.
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### Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## PROPOSAL FOR NEW INTERNATIONAL AGRICULTURE MINOR

1. Create the following **Minor in International Agriculture**:

### International Agriculture Minor

AGED 406	Exploring International Agriculture	3
AGED 407	Global Agriculture and Life Science Systems	3
CLDR 480	Change and Power in a Global Society	3
Select at least 11 credits from the following:		11
AGEC 447	International Development Economics	
AGEC 481	Agricultural Markets in a Global Economy	
ANTH 350	Food, Culture, and Society	
COMM 335	Intercultural Communications	
FCS 411	Global Nutrition	
GEOG 200	World Regional Geography	
IS 225	International Environmental Issues Seminar	
POLS 237	Introduction to International Politics	
Foreign Language	(4 credits max)	
Total Hours		20

### Courses to total 20-21 credits for this minor

**Rationale:** The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.

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

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

1. New component (option, minor, emphasis, concentration or specialization)

5. Discontinuation of a certificate (30 credits or less)

2. New certificate (30 credits or less)

6. CIP Code change

3. Change to program name or title, degree, department, division, college or center

7. Other, please describe:

4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)



REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	James Connors	Email:	jconnors@uidaho.edu
Department/Unit:	Agricultural and Extension Education		
College:	Agricultural and Life Sciences		
Current Program Name:			Graduate
			Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:			
CIP Code:	<input checked="" type="checkbox"/>	New (list requested code): 01.07 International Agriculture	Existing (list the current code):
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	<input checked="" type="checkbox"/> Less than \$250,000 per FY;
Describe the financial impact:	There is no financial impact. All courses included in the new minor are already approved and being taught by current faculty.		
Implementation/effective date of change or new component:	September 1, 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input checked="" type="checkbox"/>	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	Twin Falls and Boise		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1  
OR #2 ABOVE**

Name of new component or certificate:	International Agriculture (Minor)		
Number of credits:	20-21 cr.		
Describe proposed new program component or certificate to include overview of program and credit requirements:	The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.		
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the importance of global agricultural and life science systems around the world.</li> <li>• Distinguish between various types of farming systems used in countries around the world.</li> <li>• Describe current agricultural and environmental issues facing individuals and countries around the world.</li> <li>• Demonstrate appropriate intercultural communications with agricultural professionals from foreign countries.</li> <li>• Describe the importance of culture, food, and global nutrition to the global society.</li> <li>• Demonstrate a conceptual and theoretical understanding of effective leadership in today's world.</li> <li>• Analyze barriers and constraints related to global change initiatives.</li> </ul>			

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

The assessment will occur primarily in the three required courses:

Ag Ed 406 Exploring International Agriculture (3 cr.)

- A comprehensive agricultural profile of a country or region of the world.
- A written report of an interview with a College of Agricultural and Life Science faculty member from a foreign country who has an agricultural background, involvement, education, or research experience.

Ag Ed 407 Global Agricultural and Life Science Systems (3 cr.)

- A comprehensive agricultural profile of a country after completing a high-impact field experience.
- Written reflections of field experiences to agricultural production facilities, educational institutions, agricultural business, historical, and cultural sites in a selected country.
- Present a comprehensive synthesis of field experience, interactions, and research conducted during the international agricultural experience.

CLDR 480 Change & Power in a Global Society (3 cr.)

- A written cultural self-reflection of their own global lens based on their cultural background, unpacked privilege, and acknowledgement of biases from which the student approaches the world.
- Individuals will provide a written proposal and engage in a local change initiative by including a description of the issue, research related to the issue, how it relates to the United Nations Sustainable Development Goals (SDGs), barriers and constraints in the community related to power, key opinion leaders and stakeholders, and a recommendation for solution.
- Create and present a change project in a global context by considering how to gather information, the type of information needed, relationships and stakeholders needed, and how to go about developing buy-in.

Students overall performance in the elective courses will also be evaluated to determine how the student performed.

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

We will carefully examine the student work in the three required courses against the learning goals as well as the university learning outcomes and pair that information with SEI's and Exit Interviews from students completing the program.

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

Direct: Student work (papers, projects, presentations etc.)

Indirect: Formative assessment in various forms by the instructors.

When will assessment activities occur and at what frequency?

Formative and summative assessment will be a part of the three courses and occur throughout the semester the courses are taught. The assessment of the program will primarily be when a student completes the entire minor.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	April 16, 2019	Vote Record:	5-0
Dept Chair Signature of Approval	<i>James Conroy</i>		
College Curriculum Committee Approval Date:	8/27/2019	Vote Record:	Unanimously Passed
Dean Signature of Approval	<i>Matthew E. Dourid</i>		

# Department of Agricultural and Extension Education

## International Agriculture Minor

### Proposal

#### **Rationale:**

The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.

#### **Required Courses: (9 credits)**

AGED 406	Exploring International Agriculture.....	3 cr.
AGED 407	Global Agriculture and Life Science Systems.....	3 cr.
CLDR 480	Change & Power in a Global Society.....	3 cr.

#### **Elective Courses: Select from the following (11 credits)**

GEOG 200	World Regional Geography.....	3 cr.
IS 225	International Environmental Issues Seminar.....	3 cr.
POLS 237	Introduction to International Politics.....	3 cr.
COMM 335	Intercultural Communications.....	3 cr.
ANTH 350	Food, Culture, & Society.....	3 cr.
FCS 411	Global Nutrition.....	3 cr.
AGEC 447	International Development Economics.....	3 cr.
AGEC 481	Agricultural Markets in a Global Economy (prerequisites).....	3 cr.
Foreign Language (4 credits max.).....		4 cr.
<b>Total (Courses to total 20-21 credits for this minor).....</b>		<b>20 - 21 cr.</b>

## **Required Courses**

### **AGED 406 Exploring International Agriculture**

3 credits

*Gen Ed: International*

General overview of agriculture around the world and the opportunity to develop an in-depth knowledge of agriculture in a country or region of student's choice. (Spring only)

Prereq: Junior or Senior standing; and [AGED 180](#), [ASM 112](#), or [SOIL 205](#); or Permission.

### **AGED 407 Global Agricultural & Life Sciences Systems**

3 credits, max 9

This course will introduce students to the history, culture, economy and agricultural systems of a selected foreign country emphasized through a planned short-term international field experience. Through study and travel to the select country, students will be exposed to the history of the country, important cultural sites, production agriculture field operations, agricultural business enterprises, and international agricultural markets. Students will participate in educational and pre-trip informational sessions along with post-trip debriefing, class discussions, completing reports and developing presentations for other CALS classes and clubs about their experience.

### **CLDR 480 Change & Power in a Global Society**

3 credits

This course explores models, theories, and competencies relating to change and becoming global change agents. Designed to promote an awareness and understanding of local and global issues. Students will be challenged to critically analyze barriers and constraints related to change, including: social and political influence, power dynamics, financial constraints, and complexity. Students will have the opportunity to gain perspective on the role of leadership and appropriate strategies for approaching issues with attention to stakeholders, inclusion, and cultural contexts.

**Elective Courses (Select two of the following)****AGEC 447 International Development Economics**

3 credits

*Gen Ed: International*Cross-listed with [ECON 447](#) and [LAS 447](#).

Characteristics of development; historical perspective; macroeconomic theories and policies: models of growth, poverty, inequality, trade, aid and debt; microeconomic theories and policy: health, nutrition and education, agriculture, rural markets for land, labor and credit, and corruption

Prereq: [ECON 201](#) and [ECON 202](#); or [ECON 272](#); or Permission .**AGEC 481 Agricultural Markets in a Global Economy**

3 credits

*Gen Ed: International*

Analysis of agricultural market competition and performance in a global economy; economics of global food and commodity markets and trade; economic principles applied to interaction of economic events in the world food economy.

**Prereq:** [AGEC 301](#) or [ECON 352](#) or permission.**FCS 411 Global Nutrition**

3 credits

*Gen Ed: International*

The history of food, hunger, and the global nature of food systems. Food & culture, environmental impact of food decisions, agricultural production, world populations relative to food supply, hunger, biotechnology, safety of our food supply, sustainability, effects of urbanization, and problems of under- and over-nutrition will be examined. (Spring only)

**GEOG 200 World Regional Geography**

3 credits

*Gen Ed: Social Science, International*

Countries, regions, and peoples of the world; interrelationships between humans and their physical and cultural environments.

**IS 225 International Environmental Issues Seminar****3 credits**

*Gen Ed: International*

Cross-listed with [ENVS 225](#).

Designed for individuals who have an interest in understanding environmental issues from a global perspective. The course focuses on various social and physical issues related to the environment and natural resources using human population dynamics as a backdrop. [ENVS 101](#) recommended. (Spring only)

**POLS 237 Introduction to International Politics**

3 credits

*Gen Ed: Social Science, International*

Survey of approaches used to describe and explain conflict and cooperation among states in the international system; special emphasis on games of strategic interaction.

**COMM 335 Intercultural Communication****3 credits**

*Gen Ed: Social Science, International*

Survey of current theories and research on intercultural communication; development of critical thinking skills in regard to intercultural interaction and communication styles.

**ANTH 350 Food, Culture, and Society**

3 credits

*Gen Ed: Social Science, American Diversity*

Cross-listed with [SOC 350](#)

Examines the structural and cultural implications of eating and producing food in a global world. Utilizing a social scientific framework, it explores the history of particular foods and examines how food systems are racialized, classed and gendered. Primary foci include the social history of food holidays and taboos, the relationships between food and identity, the impact of agricultural production practices on food systems and food security, and forms of resistance to these impacts. Recommended Preparation: [ANTH 220](#) or a 200-level sociology course. May include field trips. Prereq: [SOC 101](#).

## **Foreign Language Option**

Students may choose to count a maximum of 4 credits in a foreign language towards the International Agriculture Minor. Students can select from Chinese, French, German, Japanese, or Spanish.

### **CHIN 110 Elementary Chinese I**

#### **4 credits**

*Gen Ed: International*

Writing system, pronunciation, vocabulary, and functional grammar. Students with Chinese experience who place higher than 110 on the placement exam may not enroll in [CHIN 110](#), but may earn credit for [CHIN 110](#) by successfully completing a higher vertically-related course.

### **FREN 101 Elementary French I**

#### **4 credits**

*Gen Ed: International*

Pronunciation, vocabulary, reading, spoken French, and functional grammar. Students with French experience who place higher than [FREN 101](#) on the placement exam may not enroll in [FREN 101](#), but may earn credit for [FREN 101](#) by successfully completing a higher vertically-related course.

### **GERM 101 Elementary German I**

#### **4 credits**

*Gen Ed: International*

Pronunciation, vocabulary, reading, spoken German, and functional grammar. Students with German experience who place higher than [GERM 101](#) on the placement exam may not enroll in [GERM 101](#), but may earn credit for [GERM 101](#) by successfully completing a higher vertically-related course.

### **JAPN 101 Elementary Japanese I**

#### **4 credits**

*Gen Ed: International*

Writing system, pronunciation, vocabulary, and functional grammar. Students with Japanese experience who place higher than [JAPN 101](#) on the placement exam may not enroll in [JAPN 101](#), but may earn credit for [JAPN 101](#) by successfully completing a higher vertically-related course. Cooperative: open to WSU degree-seeking students.

### **SPAN 101 Elementary Spanish I**

#### **4 credits**

*Gen Ed: International*

Credit not given for [SPAN 101](#) after [SPAN 104](#) with the exception of vertical credit (see Regulation I-2-d). Pronunciation, vocabulary, reading, spoken Spanish, and functional grammar. Students with Spanish experience who place higher than [SPAN 101](#) on the placement exam may not enroll in [SPAN 101](#) but may earn credit for [SPAN 101](#) by successfully completing a higher vertically related course.

### Department and College Support

Departments and faculty whose courses would be included in this proposed minor were contacted to get their feedback and support. The following departments, administrators, and/or faculty were contacted and provided feedback. Emails from these individuals are available upon request.

Department/College	Contact	Course	Feedback
International Studies	Bill Smith	IS 225 International Environmental Issues Seminar	Full Support for including IS 225.
	Romuald (Ro) Afatchao		“Fantastic Idea”
Dept. of Psychology & Comm. Studies	Todd Thorsteinson	Comm 335 Intercultural Communications	“Fine to include COMM 335”
Dept. of Ag. Economics & Rural Sociology	Chris McIntosh	Ag Ec 447 International Dev. Economics	Course is cross listed with Econ 447, contact Dean Chopin
College of Business & Economics	Dean Marc Chopin	Econ 447 International Dev. Economics	“All are supportive of your proposal.”
	Scott Metlen		
Family & Consumer Sciences	Shelley McGuire	FCS 411 Global Nutrition	“I fully support this”
Dept. of Geography	Raymond Dezzani	Geog 200 World Regional Geography	The geography department has no problems or issues with...your International Ag Minor”
Dept. of Political Sciences	Graham Hubbs	POLS 237 Intro to International Politics	“We would be happy to support this”

### **International Agricultural Minors at Peer and Aspirational Institutions**

Below is a list of the University of Idaho's peer and aspirational institutions and any international agriculture minor that they offer.

University	Minor
Clemson	None
Colorado State University	International Development (interdisciplinary) Agricultural Business (emphasis in Int. Dev.)
Kansas State University	International Agriculture
Montana State University	None
New Mexico State University	International Studies (interdisciplinary)
North Dakota State University	None
Oregon State University	Comparative International Agriculture
University of Arkansas	International Development (Ag Econ & Econ)
University of Nebraska – Lincoln	International Agriculture and Natural Resources
University of New Hampshire	International Affairs (non-agriculture)
University of Wyoming	International Agriculture
Utah State University	None
Washington State University	Global Studies
Iowa State University*	International Agriculture
Michigan State University*	Applied Development in International Agriculture and Natural Resources
Virginia Tech University*	International Agriculture

\* Aspirational Institutions

### **International Agriculture Minors at other Land-Grant Universities**

Below is a sample of international agriculture related minors offered at some other land-grant universities. This is by no means a complete list of the international agriculture minors offered at all land-grant universities across the U.S.

University	Minor
Oklahoma State University	International Studies (INTS)
Pennsylvania State University	International Agriculture
Purdue University	International Studies in Agriculture
Texas A&M University	International Development in Agriculture (IDAG)
University of California – Davis	International Agriculture Development
University of Minnesota	International Agriculture
University of Missouri	International Agriculture, Food & Natural Resources

*This was what VP Hendricks sent to Provosts' Council:*

## **UCGE Stopgap Proposal for the ISEM Program (J-3-g.)**

### **Brief History of Proposed Change:**

November 7, 2019: In light of increased financial constraints, Terry Grieb tasked UCGE with finding a solution to temporarily replace the ISEM program while the General Education Steering Committee develops a proposal to begin in the fall of 2021. (Reflected in UCGE Minutes)

November 21, 2019: UCGE discussed options for resolving the ISEM funding issue and landed on a "stopgap" recommendation: "In place of regulation J-3-f., utilize 6 credits which need to include an American Diversity, International, and Senior Experience / Capstone Course". This was to be taken to college constituents for discussion. Action on the proposal was to occur when the committee reconvened in the spring semester.

January 23, 2020: After lengthy discussion, it was felt that the easiest compromise was to utilize J-3-f. (6 credits of American Diversity and International Course requirements) to replace J-3-g. (ISEM program). UCGE also felt that a clear signal be sent that Senior Experiences / Capstones should NOT be eliminated. To do this they recommended it be placed under General Requirements as a new Category J-10. UCGE will continue to approve these courses using their rubric.

### **This was the Motion from the record:**

Motion (Hall) that the ISEMs stop being offered and the stopgap recommendation be that the 6 institutionally designated credits (Integrated Studies J-3-g.) be temporarily moved to consist of: 1 American diversity course and 1 international course (J-3-f.) and that the capstone requirement be moved to general university requirements. Kirchmeier (2<sup>nd</sup>) w/ 7 in favor and 1 against (the negative vote was against the stopgap not moving Senior Experiences / Capstones)

### **Rationale:**

- Students should **not** be penalized in the transition so using courses already required in the catalog were the most rational and best choice.
- The concepts of a requirement for an American Diversity and International course **should** be maintained.
- Since most Senior Experiences / Capstones are major specific and most do not tie back to either ISEM 101 & 301 they should not be part of general education (36 credit SBOE requirement).
- Since Senior Experiences / Capstones have become integral to student success and program assessment university wide, they should be maintained as a general requirement but, outside of the institutionally designated 6 credits associated with Statewide general education.
- Students will still be required to take 36 General Education requirements and it will still be a general expectation that Senior Experiences / Capstones be a part of all students' requirements for graduation. (Thereby 'no' student who comes in "Board Complete" can petition out of Senior Experiences / Capstones)

*This was the proposal that came out of UCC (UCC-20-052)*

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University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020

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### J-3. General Education Curriculum and Learning Outcomes

#### J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

.....

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

#### J-3-f. One American Diversity course (One course) and One International course (One course or an approved study abroad experience) for a total of 6 credits minimum.

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

~~Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.~~

### **J-3-g. Integrated Studies—ISEM 101 (3 cr ), ISEM 301 (1 cr ), and Senior Experience**

~~The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.~~

~~One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.~~

#### **Approved Senior Experience Courses:**

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	Critical Art Writing Seminar	3
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1

BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1
FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
IAD 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2

IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 473	ECB Senior Presentation	1
NRS 476	Environmental Project Management and Decision Making	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
RSTM 498	Internship in Recreation, Sport, and Tourism	1-16
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone: Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

[Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.](#)

*This is what was sent to UCC from UCGE (UCC-20-052)*

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**J-3-f. One American Diversity course (One course) and One International course ~~(One course or an approved study abroad experience)~~ for a total of 6 credits minimum.**

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved international courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

Note for UCC: The course selections remain the same

**J-3-g. Integrated Studies – ISEM 101 (3 cr ), ISEM 301 (1 cr ), and Senior Experience**

~~The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.~~

~~One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.~~

**J-10, Senior Experience**

One course chosen from the approved Senior Experience courses listed below.

Note for UCC: The course selections remain the same as previously in J-3-g.

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# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency X Minor Amendment

Chapter & Title: FSH 3910 Dismissal and Discipline of Faculty

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C) Diane Whitney, University Policy and Compliance Coordinator** **1/30/20**  
Name Date

Telephone 5-6151 Email [dwhitney@uidaho.edu](mailto:dwhitney@uidaho.edu)

**Policy Sponsor, if different from Originator** \_\_\_\_\_  
Name Date

Telephone Email

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Kent Nelson, 1/13/20

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

*This revision is needed to bring FSH 3910 into alignment with RGP II.L. The most significant change is the deletion of provisions providing for appeal to the Board, which is explicitly prohibited by Board policy. Other changes were made for clarity, to add citations, eliminate redundant language, etc.*

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

*None.*

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

*FSH 3920 contains similar incorrect language and will need to be revised.*

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

*Effective immediately.*

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 # \_\_\_\_\_  
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          web \_\_\_\_\_  
Register: \_\_\_\_\_  
(Office Use Only)

3910

## DISMISSAL AND DISCIPLINE OF FACULTY

*PREAMBLE: This section outlines procedures for the dismissal of tenured faculty and of untenured faculty who are being dismissed before the end of their current term of appointment. It was a part of the 1979 Handbook, though in that document it included exempt employees as well. It was thoroughly revised in July of 1989 to reflect changes in regents' policy and divided into faculty and exempt sections in July of 1996. The whole of the policy was substantially revised, and sections E and F rewritten, in July 1999 so as to conform the university's policy with that of the Regents. Non-tenured faculty should also consult section 3900 "Non-Reappointment of Non-Tenured Faculty and Exempt Staff." Again, in compliance with Regents policy changes, this section was extensively revised in 2003. In 2008 the committee composition previously in D-3 b was moved into FSH 1640 Committee Directory. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [rev. 7-99, 7-03, ed. 7-08]*

### CONTENTS:

- A. Regents' Authority and Definition of Adequate Cause
- B. Cause for Dismissal
- C. Administrative Leave
- D. UI Procedures Related to Dismissal
- E. UI Procedures Related to Discipline Other Than Dismissal
- F. Appeals to the Regents

### A. REGENTS' AUTHORITY AND DEFINITION OF ADEQUATE CAUSE.

~~A-1. All employees of the regents or of the agencies, institutions, school, or office under its jurisdiction~~ ~~All university faculty employees of the Board of Regents or of any Board-governed agency or institution~~ are subject to discipline, up to and including dismissal, for adequate cause during the period of employment. "Adequate cause" as defined by ~~in the policy of the Board of Regents policy~~ 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 or her professional or assigned duties or the best interests of the regents, ~~or the university institution, agency, school, or office~~. In addition, any conduct seriously prejudicial to the regents, ~~or the university an institution, agency, school or office~~ may constitute adequate cause for discipline up to and including dismissal. Examples include harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the regents; ~~or the university an institution, agency, school or office~~; unsatisfactory or inadequate performance of duties; or failure to perform duties. [RGP ILL.3] [add. 7-99, rev. 7-03]

**Commented [WD(1)]:** For clarity. This policy deals only with dismissal and discipline of faculty.

**Commented [WD(2)]:** For clarity. The university is both the institution and agency.

**Commented [WD(3)]:** This language not present in ILL.

~~A-2. Dismissal of faculty is as provided in the regents' policy RGP ILL. [add. 7-99, ed. 7-03]~~

**Commented [WD(4)]:** Depending on interpretation, this is either redundant to A-1, inaccurate (because UI policy expands on Board policy in permissible areas), or unnecessary (because all UI policy is subordinate to Board policy)

### B. CAUSE FOR DISMISSAL.

**B-1.** Dismissal (as opposed to non-renewal of a non-tenured faculty member) by UI of the employment of a faculty member, except in the case of resignation or retirement, will be only for adequate cause as defined above in A-1. [rev. 7-99, 7-03]

**B-2.** As provided in 3970, any faculty member may be laid off in conjunction with a reduction in force approved by the regents and resulting from a declaration of financial exigency.

**C. ADMINISTRATIVE LEAVE.** A faculty member may be placed on administrative leave with pay pending the procedures set forth in this section. RGP ILL.4.a. [rev. 7-03]

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3910: Dismissal and Discipline of Faculty

July 2008

**D. UI PROCEDURES RELATED TO DISMISSAL.** In each case, the issue of whether or not adequate cause for ~~termination or~~ dismissal exists is to be determined by an equitable procedure, affording protection to the rights of the faculty member and to the interests of the state of Idaho and its system of higher education. The burden of proof that adequate cause exists rests with the institution and its administrative officers, and will be satisfied only by clear and convincing evidence in the record considered as a whole. *[ed. 7-99, rev. 7-03]*

**D-1. Departmental, Division, and College Action.** When reason arises to question the fitness of a faculty member, the immediate supervisory officer discusses the matter with the employee in a confidential personal conference. It is the duty of the immediate supervisor and the faculty member to make a good faith effort to correct any and all deficiencies in the faculty member's performance. Departments, divisions, or colleges are to establish policies and procedures for identifying problems, suggesting remedial actions, and assisting the faculty member in becoming a productive member of the university community. These procedures are to include peer input and are to be fully integrated with the annual evaluation process. A good faith effort must be made to identify and resolve performance problems at the lowest administrative level.

#### D-2. Administrative Action.

a. If remedial performance adjustments do not result, the provost shall determine whether formal dismissal proceedings should be initiated. *[rev. 7-99]*

b. If the provost determines that formal proceedings should be initiated, he or she ~~should~~ **shall** formulate a written statement with reasonable particularity of the grounds proposed for the dismissal. *[rev. and ren. 7-99]*

Commented [WD(5)]: This is mandatory.

c. Nothing in these procedures prevents the provost from withdrawing the fitness complaint from the process, at any time for any reason. However, the provost must either withdraw the complaint or proceed with the dismissal process within a reasonable period of time. *[rev. and ren. 7-99]*

**dd.** The statement of particularity ~~is~~ **shall be** communicated, in writing, to the faculty member by the provost and delivered personally or sent first-class mail, postage pre-paid to the employee at the last known address on file for the employee. **RGP ILL.4.a.i.** *[rev. and ren. 7-99, rev. 7-03]*

Commented [WD(6)]: This is mandatory.

#### D-3. Dismissal Hearings Committee Process. *[ren. 7-99]*

a. If the faculty member requests a hearing to determine whether the termination is properly based on the grounds stated, one will be conducted by a Dismissal Hearings Committee (DHC) at a specified time and place. See FSH 1640.36 for the function and structure of the DHC. The faculty member must file a written request with the provost for a hearing within seven working days of receipt of the provost's communication of particulars. If the faculty member has not requested a hearing, the statement of particulars constitutes the dismissal recommendation, which the provost may communicate to the president without further delay. *[rev. and ren. 7-99, 7-08]*

b. The DHC proceeds by considering the provost's recommendation and statement of grounds for dismissal already formulated, the evidence supplied to support the dismissal recommendation, and the employee's response written before the time of the hearing. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the letter of particulars to the faculty member become part of the hearing record. *[rev. and ren. 7-99, ren. 7-08]*

c. The DHC determines the order of proof, conducts the questioning of witnesses, and, if necessary, secures the presentation of evidence important to the case. *[rev. and ren. 7-99, ren. 7-08]*

d. The faculty member has the option of assistance by counsel or an advisor; the faculty member, the provost, and their counsels/advisor have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member has the opportunity to confront all adverse witnesses. All evidence is duly recorded. *[rev. and ren. 7-99, ren. 7-08, rev. 7-15]*

## UI FACULTY-STAFF HANDBOOK

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#### Section 3910: Dismissal and Discipline of Faculty

July 2008

e. If a question of timeliness arises during these procedures, the DHC will review the action of the delinquent party and determine whether the dismissal procedures will continue, as outlined above. *[rev. and ren. 7-99, ren. 7-08]*

f. The DHC reaches its decision in conference within five working days of the formal hearing's close, solely on the basis of the record of the hearing. It makes explicit findings with respect to each of the grounds for removal presented or remedial actions, and renders a reasoned opinion. The provost, the president and faculty member are notified of the decision in writing and given a copy of the record of the hearing; the college and department or division concerned are notified of the recommendation. *[rev. and ren. 7-99, 7-03, ren. 7-08]*

#### **D-4. Presidential Decision.** *[rev. and ren. 7-99, 7-03]*

a. The president, after due consideration of the DHC's recommendation, shall initially determine whether he or she agrees or disagrees with the DHC's recommendation. In the event of disagreement, the president shall meet with the DHC to discuss the reasons for the president's disagreement prior to reaching a final decision. Upon reaching a final decision the president forwards his or her decision to the faculty member and to the college and department or division. If the president's decision differs from the committee's, the reasons for the disagreement are also communicated to the faculty member, the college and department or division, and to the DHC. *[rev. and ren. 7-99, rev. 7-03]*

b. The notice from the president must be in writing and will be personally served on the employee or be sent by first-class mail postage pre-paid to the faculty member at the last known address on file for the faculty member. The notice must contain a concise statement of the charges against the employee, the findings of fact that are the basis for the president's decision for dismissal or continuance, and any conditions imposed on the continuance of employment. If the president's decision is for dismissal, the faculty member receives a statement of all rights and procedures for appeals of the president's decision to the Faculty Appeals Hearing Board ~~or directly to the regents.~~ *[rev. and ren. 7-99, rev. 7-03]*

**D-5. Appeal to the Faculty Appeals Hearing Board.** The faculty member may appeal a presidential decision to dismiss to the Faculty Appeals Hearing Board (FAHB), see section 3840, ~~or to the regents, see F below.~~ *[add. 7-99, rev. 7-03]*

a. If the faculty member appeals to the FAHB he or she must notify the president in writing within fifteen (15) calendar days of the receipt of the notice given by the president. *[add. 7-99, ed. 7-03]*

b. If the charges against the employee, or the contentions of fact on which the charges are based, materially change after the determination of the DHC or appropriate appeals hearing body, the faculty member may obtain an additional review before the president makes a decision. Unless specifically provided by ~~the regents in RGP ILM.1~~ (see text below), discipline up to and including dismissal may be effective prior to the initiation by the employee of the internal grievance procedure. *[ren. 7-99, rev. 7-03]*

c. For the purpose of dismissal-for-cause procedures only, the FAHB hearing procedures have an expanded scope. Specifically, in accord with its current procedures, the FAHB may also hear and decide on the regularity and appropriateness of process, procedures, factual basis, and timeliness in the dismissal decision or the decision for continuance of employment, with the stated conditions. *[ed. 7-99, rev. 7-03]*

d. The president, after due consideration of the FAHB's recommendation, shall initially determine whether he or she agrees or disagrees with the FAHB's recommendation. In the event of disagreement, the president shall meet with the FAHB to discuss the reasons for the president's disagreement prior to reaching a final decision. The president shall give substantial weight to the recommendation of the FAHB. If the president does not follow the recommendation of the FAHB, he or she shall send to the FAHB and to the appellant a written report of the basis for the president's determination. *[add. 7-99, ren. and rev. 7-03]*

**Commented [WD(7)]:** RGP ILL.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

**Commented [WD(8)]:** RGP ILL.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

## UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3910: Dismissal and Discipline of Faculty

July 2008

### E. UI PROCEDURES RELATED TO DISCIPLINE OTHER THAN DISMISSAL. *[add. 7-03]*

**E-1.** ~~The regents provide~~RGP ILL.4. provides the following relative to discipline other than dismissal:

In each case the issue of whether or not adequate cause exists should be determined fairly by the institution ~~or~~ agency, ~~school, or office~~ recognizing and affording protection to the rights of the employee and to the interests of the Board and its institutions ~~or~~ agencies, ~~school, or office~~.

a. Discipline, up to and including dismissal, of employees before the expiration of the stated period of appointment or employment contract will be only for adequate cause, as determined by the appropriate administrative officers to whom this responsibility is delegated by the chief executive officer of the institution. Each institution ~~or agency, agency, school or office~~ shall have a process that provides employees with written notice of contemplated discipline and an opportunity to be heard. The employee may be placed on administrative leave with pay until he or she has exercised the opportunity to respond, or declined, either affirmatively or through inaction; to do so, and the recommendation has been acted upon by the chief executive officer or designee.

The chief executive officer or designee must notify the employee of the recommendation and proceed in the following manner:

- i.(1) The notice must be in writing, and may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee.
- ii.(2) The notice must contain a concise statement of the reasons and nature of the discipline.

**E-2.** UI Process. The provost has authority to determine if adequate cause has been established and if discipline other than dismissal should be taken. The provost may place the faculty member on administrative leave pending the final decision by the provost. Before final decision, the provost will provide the faculty member with a written statement setting forth with particularity the basis for the contemplated discipline and any information or material used to formulate the determination of adequate cause. The faculty member must be notified that he or she has fifteen (15) calendar days, or more in the discretion of the provost, in which to respond or decline to respond affirmatively or through inaction. After the period to respond expires the provost must notify the faculty member of his or her decision as required in the regents' policy quoted above.

**E-3.** Following the imposition of discipline, the faculty member may use the FAHB (FSH 3840) to appeal the decision.

~~**F. APPEALS TO THE REGENTS.** Upon receipt of the final findings and recommendations, including those resulting from an internal grievance, a faculty member may file an appeal with the regents as set forth in RGP IIM (see below). The regents may if they choose to hear an appeal, by a majority of the total membership, approve, reject, or amend such findings, recommendations, or suggestions, if any, or may remand the matter for additional evidence, recommendations, or suggestions, if any. Reasons for suggestions will be stated in writing and communicated to the employee. The Board may employ a hearing officer for carrying out the Board's duties under this paragraph. (RGP L4) [rev. 7-03, ed. 7-08]~~

~~RGP IIM provides: A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review. [rev. 7-03]~~

Commented [WD(9)]: RGP ILL.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

## APM 20.01 – Cash Handling Policy and Procedures

Created: August 31, 2019

**Preamble:** This policy applies to all University of Idaho faculty, staff, students, organizations, and individuals who handle cash receipts or accept payment in any form on behalf of the University. The scope includes activities at all locations at which University business is conducted. This policy does not apply to payment cards such as credit or debit cards which are addressed with APM 20.23 Payment Card Processing. This policy does not apply to student-run organizations (ASO and RSO groups) that manage their own funds. Refer to the Student Organization Handbook for guidance on student-run organizations.

### Contents:

- A. Definitions
- B. Policy
- C. Process/Procedure
- D. Contact Information
- E. Forms

#### A. Definitions.

**A-1. Cash:** Includes currency, coin, checks, money orders, traveler's checks, cashier's checks, bank drafts, and other similar instruments.

**A-2. Official Record:** The Official Record of the University is Banner.

**A-3. Unit:** Refers to primary management units within the University of Idaho (University), including recognized colleges and administrative units, as well as recognized University Centers and Extension Offices located remotely from the main Moscow campus.

**A-4. Cashier's Office:** Cashier window maintained by the University Controller for supporting cash transactions at the University of Idaho. [See APM 20.02]

**A-5. Bank Branch:** Physical location of University banking provider that will accept deposits or provide other banking services.

**A-6. Remote Deposit:** Feature available through University banking provider to allow remote deposit of checks that does not require physical delivery to Bank Branch (or cash vault via armored car service).

**B. Policy.** All University employees involved in receiving, depositing, recording, reconciling, reviewing or otherwise handling cash transactions for the University are required to follow these procedures. The intent of these procedures is to protect University assets by promoting appropriate security and stewardship of funds and ensuring accurate financial reporting. UI employees in Extension Offices are expected to follow these procedures and any policies related to the county-owned funds they may manage.

#### B-1. University Controller Responsibilities:

1. The Cashier's Office is responsible for receiving payments from students and ensuring payments and credits are safeguarded and accurately applied to each student account in a timely manner.
2. The Cashier's Office is responsible for receiving and accepting unit funds and recording those deposits in the Official Record accurately and timely.
3. The University Controller may rescind a unit's authority to handle cash for violations of this policy.

#### **B-2. Unit Responsibilities:**

1. Units handling cash are responsible for implementing the cash handling procedures outlined in this policy and to ensure that all reasonable efforts are made to safeguard University cash against loss, theft, or misappropriation.
2. Units handling cash are responsible for the proper recording of cash receipts.
3. Units handling cash shall have written procedures for such that comply with the University policy and requirements herein. All personnel with cash handling responsibilities shall be trained on the unit procedures.
4. Personnel from the University Controller's Office and Internal Audit may at any time conduct random unannounced cash counts and review of records in units. Units shall cooperate fully when such counts and reviews occur.

**C. Procedures/Requirements.** The following requirements apply to all individuals handling cash related to University business.

#### **C-1. Cash Handling Requirements**

1. **Bank Accounts.** All University bank accounts must be approved by the University Controller. Units may not create or maintain departmental bank accounts. Employees collecting cash on behalf of the University are prohibited from depositing such cash into non-University bank accounts. Only the Cashier's Office, Auxiliary Services, VandalStore, and recognized units located remotely from the main Moscow campus are authorized to deposit cash directly to the University bank accounts via either armored car or local bank branches. Any other units must receive written approval from the University Controller to deposit directly to bank branches.
2. **Cash Registers.** Units receiving large volumes of cash transactions shall use a cash register or point of sale terminal. If more than one individual is accessing the same register, follow the cash drawer procedure below. Cash registers and cash drawers must be properly secured at all times. See C.2.
3. **Cash Drawers.** Each cashier shall have a separate cash drawer whenever possible. The cash balance shall be confirmed prior to the beginning of a cashier's session and shall be balanced at the end of the cashier's shift. Whenever possible, two employees shall be present when cash drawers are

counted and balanced. The results of each of these cash counts shall be documented in writing and signed by the responsible employee(s).

- 4. Daily Balancing of Cash Collections.** Cash collections shall be balanced on a daily basis.
- 5. Checks Received.** Checks received should be made payable to University of Idaho and shall be restrictively endorsed by the receiving unit immediately upon receipt. If an endorsement stamp is not available, an endorsement shall be written on the back of the check that reads, "For deposit to the account of University of Idaho". Traveler's checks, cashier's checks and money orders shall be treated as regular checks. Units may contact the Cashier's Office for assistance in obtaining endorsement stamps.
- 6. Returned Checks.** Checks returned by the University's depository bank as uncollected will be held by the Controller or designee for collection. The unit that accepted the check may be charged the amount that is uncollected after all reasonable collection proceedings have been exhausted. See APM 20.05.
- 7. Copies of Checks.** Checks should not be photocopied unless there is a valid business purpose for doing so. If necessary to do so, check copies shall be kept in a secured location with limited access and destroyed via shredding once the valid business purpose expires (usually after one bank statement cycle).
- 8. Checks Received in the Mail.** Whenever possible, two individuals shall be present when mail potentially containing checks is opened. Checks shall be endorsed immediately upon receipt. (See 5. above)
- 9. Checks Received in Error.** Units receiving checks in error are requested to contact the check issuer to attempt to determine the proper campus destination. If the check cannot be hand-delivered to that destination, then the unit shall deliver those checks to the Cashier's Office along with any documentation received with the check, including the envelope.
- 10. Check Cashing.** Cashing of checks by units is strictly prohibited.
- 11. Receipt Requirements.** All units must use approved receipts for transactions. A receipt must be given for all transactions regardless of payment type. Receipts must be pre-numbered in sequential order with voided receipts maintained and accounted for with sales receipts. Receipts must contain at least two parts: one copy to be given to the customer and one to be retained by the unit. Receipts should not include social security numbers, birth dates or another other protected personal information that may enable identity theft. Types of receipts approved by the University are:
  - a. Cash register receipts
  - b. Computer-generated receipts from an approved point-of-sale device or terminal
  - c. Pre-numbered three-part UI receipt books (available from Cashier's Office)

- 12. Refunds.** If a refund is necessary from cash received, the cash must first be deposited with the Cashier's Office, and then a refund check requested through Accounts Payable. Both the receipt of cash and the subsequent refund must be recorded in the Official Record to provide an audit trail.
- 13. Segregation of Duties.** Units shall segregate duties related to the receipt, storing, depositing, recording and reconciliation of cash to the extent possible with existing resources. At a minimum, these tasks must be allocated across at least two employees at any one time, ensuring that proper checks and balances are in place to validate that all cash received is deposited and recorded accurately. Physical access to cash shall be limited to the fewest employees possible and only those employees with an appropriate business reason for having such access.

## **C-2. Physical Security Requirements for Cash**

- 1. Security of Cash.** Reasonable measures shall be taken to ensure that proper security is maintained at all times over any cash held by units. Cash must be secured at all times. Cash must never be left unattended. If a unit cannot attend to cash during business hours, the cash must be stored in a locked drawer or safe or vault. All funds held overnight must be similarly locked up. Controlled access to cash storage areas (cash boxes, drawers, safes, vaults, etc.) must be maintained and the distribution of keys or access codes kept at a minimum.
- 2. Missing funds.** Cash found to have been lost or stolen must be reported to the University Controller and Internal Audit promptly.
- 3. Use of a Safe.** A safe shall be utilized when cash balances are sufficient to warrant such a security measure. Safe combinations shall be safeguarded and communicated to a limited number of employees. Safe combinations shall be reconfigured every five years or upon turnover of staff, whichever occurs first. The safe should be in a secured location.

## **C-3. Deposit Requirements**

- 1. Timing of Deposits.** Units or individuals receiving cash on behalf of the University shall deposit such funds daily with the Cashier's Office or with armored car service or directly to bank branch for units with approval to deposit funds in such manner. The only exception to this requirement is that funds may be accumulated up to a week when less than \$100 is involved. In no instance shall any UI funds be held for more than five working days.
- 2. Cash Transmittal/General Receipt (GRT).** Units shall use the Cash Transmittal/General Receipt form for all deposits. Units are responsible for identifying if sales are exempt from sales tax and to record the deposits as such on the GRT. Forms and instructions are available from the Cashier's Office.
- 3. Preparing the Deposit.** Units are required to endorse checks in preparation for deposit (See C-1.5. above) and provide two calculator tapes to confirm

the total of checks. Currency should be bundled by denomination, and coins should be rolled if in sufficient quantity.

4. **Withholding Cash.** Withholding cash from deposits in order to create a petty cash or change fund is strictly prohibited. See APM 20.03 and 20.04 for instructions on obtaining petty cash reimbursements and establishing change funds.
5. **Transportation.** Currency and coin must never be sent through the mail, including campus mail. Currency and coin must be hand-carried to the Cashier's Office for deposit. Units transporting large amounts of currency and coin may request an escort from Campus Security. Endorsed checks must also be hand-delivered to the Cashier's Office or local bank branch for deposit. Off-campus locations without access to a local bank branch or remote deposit options through the University's banking services, shall contact the University Controller for proper procedures and shall maintain those procedures in writing.

#### **C-4. Reconciliation and Recordkeeping Requirements**

1. **Reconciliation of Deposits.** The Cashier's Office shall confirm that unit deposits as prepared equal the cash received prior to recording deposits in the Official Record. Units should reconcile deposits posted in the Official Record to their copy of the GRT at least monthly. Discrepancies should be communicated to the General Accounting office for correction.
2. **Records.** Units involved in the collection of cash must maintain proper records that substantiate the origin and purpose of the cash received, including but not limited to, receipt and deposit records, inventories of saleable items, and cash reconciliations. These records must be retained by the Unit for three (3) years beyond the end of the fiscal year in which the transaction occurred, and then destroyed in accordance with University policy.
3. **Reconciliation of Cash Receipts.** Units should perform reconciliations of recorded cash receipts to received cash receipts to ensure accuracy and completeness of the Official Record.

- D. **Contact Information.** The University Controller or designee can assist employees with questions regarding this policy and with establishing proper cash handling procedures within a unit. <https://www.uidaho.edu/finance/controller>