

MEETING #2 OF THE FACULTY OF THE UNIVERSITY OF IDAHO

Tuesday, February 9 - 3:00-4:30 p.m. (PT), Bruce M. Pitman Center Vandal Ballroom
Boise – IWC 448A; Coeur d'Alene – 128; Idaho Falls – TAB 350A; Twin Falls – B-66
President Chuck Staben Presiding

- **Call to Order.**
- **In Memoriam.**
- **Minutes.** Meeting #1, September 16, 2015
- **Announcements.**
- **Special Orders.**

Report of the Faculty Senate

[Below items are available:

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

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

- **FS-16-008:** FSH 3720 – Sabbatical Leave
- **FS-16-009:** FSH 1640.74-Sabbatical Leave Committee/1640.90-General Education Assessment Committee
- **FS-16-013:** FSH 5300 – Copyrights, Protectable Discoveries and Other Intellectual Property Rights
- **FS-16-016:** FSH 3320 – Faculty Evaluation
- **FS-16-017:** FSH 3710 – Leave Policy (update)

Miscellaneous (FYI):

- **FS-16-001:** APM 40.31 – Tree Memorial & Recognition Program
- **FS-16-002:** APM 45.23 – Dual Use Research of Concern (DURC)
- **FS-16-011:** APM 35.60 – Hazard Communication Program

II. Proposed Changes to the University of Idaho Catalog

- **FS-16-014a** (UCC-16-019): CNR - Minor name change Conservation Social Sciences to Natural Resource Cons.
- **FS-16-014b** (UCC-16-019): CNR - Discontinue Certificate Fire, Ecology, Management
- **FS-16-015** (UCC-16-018): CLASS - Martin School Reorganization
- **FS-16-019** (UCC-16-022a): CLASS - General Studies – distance
- **FS-16-021** (UCC-16-022c): CLASS - History – distance
- **FS-16-022** (UCC-16-022d): CLASS - Organizational Sciences – distance
- **FS-16-023** (UCC-16-022e): CLASS - Psychology – distance
- **FS-16-029** (UCC-16-002): Prior Learning Assessment
- **FS-16-030** (UCC-16-026a): CNR - Fire Ecology, Management, and Technology
- **FS-16-031** (UCC-16-026b): CNR - Remote Sensing
- **FS-16-032** (UCC-16-026c): CNR - Forest Resources to Forestry

- **President's Remarks.**
- **Adjournment.** Refreshments will be available.

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

NOTE: 97 faculty members (all campuses state-wide) constitute a quorum. Quorum and voting regulations can be viewed at [FSH 1520 Article III](#) with the goal to actively include off-campus faculty participation in faculty meeting. To determine your voting right as a faculty member please see [FSH 1520 Article II Section I](#). Those who are recognized by the President for the purpose of speaking should identify themselves by name and discipline or position.

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

University of Idaho
University Faculty Meeting Minutes
2015-16 Meeting #1, Wednesday, September 16, 2015

President Chuck Staben, presiding

Call to Order: President Staben called the meeting to order at 3:05. The President then opened the meeting by welcoming all those in attendance. He noted that we would not be conducting business or making policy at this meeting. This meeting is to welcome new faculty and administrators as well as acknowledging the accomplishment of those who received tenure and promotion. The President and the Provost would share some thoughts on the coming year later on in the meeting.

In Memoriam: President Staben asked for a moment of silence for those who had passed away since our last University Faculty Meeting.

Clifton E. Anderson
Extension Professor Emeritus of Agricultural Information
May 2015

Fred L. Edmiston
Extension Professor Emeritus and Extension Educator
July 2015

President Staben introduced Randy Teal as Chair of the Faculty Senate. Professor Teal first sought to determine if there were 97 faculty members necessary for a quorum. A quorum was present with 154 faculty attending including those at our non-Moscow sites. A motion to approve the minutes from the May 5, 2015 meeting passed with no objections. Chair Teal turned the meeting back to President Staben.

President Staben announced that the State of the University will be on Monday October 5 in the International Ballroom of the Pitman Center.

Special Orders: President Staben introduced the new Provost and Executive Vice President John Wiencek who would begin the introduction of other new faculty and administrators. A complete list was provided for those in attendance. Provost Wiencek introduced new administrators as well as internal changes in departmental administrators. The deans introduced new faculty members in their respective colleges or units.

President's Remarks: President Staben stated that this is a community building event and he thanked the new faculty for choosing the University of Idaho as a place to build their career. The UI is a place that nurtures and supports careers on the leading edge of scholarship. Our faculty train the next generation of students providing them with skills and attitudes which will help them succeed in their careers and lead more satisfying lives.

One of the key factors that leads students to choose to study at the UI is that we are a leading national research university. Research universities prepare students not just with today's knowledge, but also confers on our students the ability to discover new knowledge. We lead Idaho twofold in terms of total research expenditures.

We are poised to make great leaps in scholarly activity and its impact. We should set ambitious goals, one of which is to create a college going culture in the state. We have a unique land grant mission to serve the people of Idaho. Fulfilling it should, and does, make us proud.

President Staben stated that as he begins his second year at the University, he feels that he has done a pretty good job of explaining *what* we need to do, but perhaps not in communicating *why* we need to do it and why it matters. This fall we will begin to develop a new strategic plan. This plan should help us think about where we will be in ten years which is approximately how long he expects to be President. We should think about where we want to be together in 2025. This plan can help shape the future of Idaho and strengthen the University of Idaho. He has asked Provost Wiencek to lead the development of the strategic plan but this is a process that should engage all of us. The key pieces of his vision for the University include:

- Continue to offer transformative education. Public universities are American dream institutions. By educating our students we shape our society. Our mission is to make a stronger democratic society.
- Expand access. We must emphasize academic quality, but we also must serve even more people. We are going to grow as an institution. He hopes to increase enrollment by 50% in the next ten years. Idaho has one of the lowest college going rates and one of the lowest per capita incomes in the nation. These things probably correlate and we want to change this and change the future of Idaho. We should serve any qualified student. We may have to adjust some of our approaches to admittance and how we teach our classes.
- Increasing enrollment will generate additional resources. This will allow us to create a better professional environment. Enrollment is the key to success in our overall academic plan. Increasing enrollment includes both recruitment and retention. Faculty play a key role in retention through classes and advising.
- Generate ideas that matter. We generate ideas that have impact on our students and society. To further research that has high impact we need to think in a more issue oriented, interdisciplinary, theme based manner. We will encourage this by reallocating \$300,000 to fund internal projects on a competitive basis that are interdisciplinary, relevant to Idaho, and have national and global impact.
- Building our team. We should think of ourselves as an intellectually vibrant, purpose driven organization that attracts, retains, and develops great faculty, staff and students. President Staben noted that he worries that we have allowed distractions to get in the way of advancing our purpose as an organization. Over the next ten years he would like to see us keep our purpose in sight and not let distractions get in our way.

President Staben introduced the members of his executive leadership team:

- John Wiencek—Provost and Executive Vice President
- Mary Kay McFadden—Vice President for Advancement
- Brian Foisy—Vice President for Finance
- Dan Ewart—Vice President for Infrastructure
- Jack McIver—Vice President for Research

President Staben invited Provost Wiencek to make a few comments about the role of faculty. Provost Wiencek expressed his appreciation to the faculty and noted that expectations are held mutually. We all strive to be the best versions of ourselves and strive to get the best versions of our colleagues to come forward. We should expect disagreement and civil debate in order to get the ideas that matter on the table. We expect faculty collegiality and professionalism to strengthen the Vandal family. We expect engagement and dedication to transformative education so that our students can fulfill their aspirations.

We want to advance the human condition and implement new ideas that can make a difference. We are proudly a land grant university for the State of Idaho. The University of Idaho is committed to providing the resources and cultural climate to embrace our broad land grant mission. We will focus on improving our ability to recruit and retain qualified faculty and staff. We will support an intellectual and creative environment with a competitive salary and a supportive inclusive community. Provost Wiencek concluded by saying that he is happy to be here and proud to be a member of the Vandal family.

President Staben was reintroduced for the purpose of recognizing those who received promotion and/or tenure for this academic year.

- Ahmed Abdel-Rahim promoted to Professor of Civil Engineering.
- Anne Adams promoted to Associate Professor of Curriculum and Instruction, with tenure.
- Stephen Cook promoted to Professor of Plant, Soil and Entomological Sciences, with tenure.
- Wendy Couture Associate Professor of Law, granted tenure.
- Traci Craig promoted to Professor of Psychology and Communication Studies.
- Jamie Derrick promoted to Clinical Associate Professor of Psychology and Communication Studies.
- Karla Eitel promoted to Research Associate Professor.

- Lance Ellis promoted to Extension Associate Professor, Eastern District, with tenure.
- Tim Frazier promoted to Associate Professor of Geography, with tenure.
- Candi Heimgartner promoted to Senior Instructor of Biological Science.
- Robert Heinse promoted to Research Associate Professor of Plant, Soil and Entomological Sciences, with tenure.
- Philip Higuera promoted to Associate Professor of Forest, Rangeland and Fire Sciences, with tenure.
- Lauren Hunter promoted to Extension Associate Professor, Southern District, with tenure.
- Russell Jackson promoted to Associate Professor of Psychology and Communication Studies, with tenure.
- Shelly Johnson promoted to Extension Professor, Northern District.
- Ellen Kittell promoted to Professor of History.
- Joseph Kuhl promoted to Research Associate Professor, Plant, Soil and Entomological Sciences, with tenure.
- Kelli Loftus promoted to Extension Senior Instructor, Northern District.
- Michael Lowry promoted to Associate Professor of Civil Engineering, with tenure.
- You Qiang promoted to Professor of Physics.
- Dojin Ryu Associate Professor of Food Science, granted tenure.
- Nick Sanyal promoted to Professor of Conservation Social Sciences.
- Brandon Schrand promoted to Associate Professor of English, with tenure.
- Elizabeth Scott Associate Professor of Landscape Architecture, granted tenure.
- Adam Sowards promoted to Professor of History.
- Eric Stuen promoted to Associate Professor of Business, with tenure.
- Daniele Tonina promoted to Associate Professor of Civil Engineering, with tenure.
- Lee Vierling promoted to Professor of Forest, Rangeland and Fire Sciences.
- Kerri Vierling promoted to Professor of Fish and Wildlife Sciences.
- Mark Warner promoted to Professor of Sociology and Anthropology.
- Erik Wenninger promoted to Research Associate Professor of Plant, Soil and Entomological Sciences, with tenure.
- Thomas Williams promoted to Clinical Associate Professor of Geological Sciences.

There was a round of applause for those who received Promotion and/or Tenure.

President Staben opened the floor to questions. He noted that this was a good opportunity for myth busting and he was willing to answer any question from the floor.

- *It is rumored that we were returning to RCM, is that true?* The President noted that RCM (Responsibility Center Management) had been tried here some years ago. We are not likely to go back to RCM, but he has asked Vice President Foisy to investigate the possibility of moving to some form of incentive based budgeting. Those making progress towards important university initiatives should receive incentives.
- *Are we going back to the WUE program?* The President responded that we are looking at how we are doing our scholarship programs. We will probably make changes to our out-of-state scholarship programs, but we aren't sure if we will return to the levels of the past WUE program.
- *Could you discuss the distractions you referred to earlier?* President Staben noted that our salaries were only about 82% of our peer institutions. This was a huge distraction. In order to generate the resources to address this problem we must increase enrollment/tuition. There are limited opportunities to significantly increase our state appropriations. The President acknowledged that there are other distractions such as the reclassification process we went through in the last couple of years. There is work to do in this area too. We could also improve many of our processes on campus. The President reiterated that we should work on lowering the distractions so we can concentrate on achieving our broader purpose.
- *What is the possibility of changing the F&A (facilities and administration) return?* The President stated that these indirect costs involved in research are significant. They are willing to look at this issue, but he wasn't willing to state that there would be any specific changes in how these costs are returned.
- *What is planned for the future use of the IRIC building?* There are no specific commitments about how that space will be used. We have over a year to determine how the space will be allocated.
- *How have targets for enrollment been determined?* About 40% of Idaho high school students go on to college. The state has a goal that 60% should go to college. It is easy to see that this should (at a

minimum) result in a 50% increase. It is estimated that there are 5,000 students in Idaho who meet the qualifications, but who do not go on to college. If we can increase our enrollment by 1,000 a year that is only 20% of those who are qualified. There are ways to do this—we just need to do it.

- *What are the possibilities for growth in Computer Science?* President Staben noted that BSU had made an expansion in its Computer Science program. Computer Science is an area of considerable interest. He noted that we were considering where our best opportunities for growth are.
- *What constitutes computer literacy for a college educated person today?* President Staben stated that this was a great curricula issue for the faculty to consider.
- *What are the plans for the proposed funding for interdisciplinary research?* The President noted that we haven't yet worked out the details. However, he emphasized that we wanted to stimulate interdisciplinary teams that would focus on issues that would then lead to extramural support. President Staben stated that he wasn't trying to suggest that funding would be limited to a narrow range of projects. There is a broad range of scholarship at the University and we are not looking only at applied research, but we are interested in research that has an impact.
- *What are your thoughts about the SBOE mandated program prioritization process?* President Staben noted that we should be engaged in an ongoing process of program evaluation, not just because the Board mandated it, but because we want to know which programs are effective.
- *Are there specific plans for our distance education and extension sites?* The President explained that we have extension programs in forty-two of the forty-four counties in Idaho as well as on reservations. This provides us an opportunity for engaging them in distance education. We don't currently have a specific plan for this. The heart of our University is face-to-face and we want to ensure that experience is strong while we explore distance education opportunities.
- *What are your thoughts about international students and diversity at the University?* The President expressed the hope that ten years from now our student body will look like a cross section of Idaho. We aren't currently there. Hispanic and Native American students are under-represented. In order to get there we need to be a vibrant community that embraces diversity. He also stated that international students are an important part of our University. We have an international faculty and we have the opportunity to significantly increase our international students. International students add diversity and a globalization component to our community.
- *The final question related to the growth of undergraduate students in relation to graduate students.* The President commented that many graduate students don't expect to pay tuition. We probably can't afford to expand our graduate programs in areas that don't pay tuition, unless that growth is connected to an increase in research funding. Growth in professional graduate programs can be net revenue positive. The University's efforts will mainly focus on undergraduate programs, although some graduate programs may grow.

President Staben concluded the meeting by encouraging everyone to go to the reception.

Adjournment: The meeting adjourned at 4:24.

Respectfully submitted,
Don Crowley, Faculty Secretary

University of Idaho

POLICY COVER SHEET

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

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

Minor Amendment

Chapter & Title: FSH 1640.74 & 3720 Sabbatical Leave

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency

Minor Amendment

Chapter & Title: _____

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Anne Marshall, SLEC Chair 2014-15

Name

Date

Policy Sponsor: (If different than originator.)

Telephone & Email:

Liz Brandt, Chair Committee on Committees

Name Date

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

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

1. To ensure any SLEC member who has submitted an application for sabbatical recuses themselves from evaluating others for the same period.
2. To clarify where reports should be submitted upon return from sabbatical.

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

No impact anticipated

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

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

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

APM

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

FSH

Appr. _____

FC _____

GFM _____

Pres./Prov. _____

[Office Use Only]

Track # _____

Date Rec.: _____

Posted: t-sheet _____

h/c _____

web _____

Register: _____

(Office Use Only)

3720

SABBATICAL LEAVE

PREAMBLE: This section describes the terms of eligibility for sabbatical leave for UI faculty. The policy is derived from, and incorporates all of, the State Board of Education, Governing Policies and Procedures, II-G. 3 b. This section was an original part of the 1979 Handbook and has been changed in only editorial ways since. Except where explicitly noted, the text is as of July 1996. Further information is available from the current chair of the Sabbatical Leave Evaluation Committee. [ed. 6-09]

CONTENTS:

- A. General Policy
- B. Purpose
- C. Period of Leave and Salary
- D. Restrictions on Service and Salary
- E. Annual Job Description
- F. Changes in Sabbatical
- G. Return
- H. Application for Leave
- I. Rating System
- J. Procedure for Rating
- K. Criteria Used in Evaluating Proposals

A. GENERAL POLICY. Members of the UI faculty [see 1520 II-1] with tenure at the time of sabbatical leave, and the rank of senior instructor or above, or the equivalent of such rank, may be granted sabbatical leave after six full academic years of service at UI or after six full academic years have elapsed since the faculty member's most recent sabbatical leave at UI. Sabbatical leave is granted on the basis of application by the faculty member and recommendation by the Sabbatical Leave Evaluation Committee (SLEC) [see 1640.74] and upon approval by the Faculty Senate and the president or designee. Sabbatical leave applications by faculty members in the Cooperative Extension System (CES) are handled separately: conditions of leave for these faculty members are established and funding is provided by the CES and their applications are evaluated by a committee of the CES. [ed. 7-01, 7-02, 6-09]

B. PURPOSE. The primary purpose of a sabbatical leave is to enhance the faculty member's value to UI. Specifically, a sabbatical leave is to be used for one or more of the following purposes:

B-1. Research, scholarship, or study intended to result in publication or invention.

B-2. Refresher courses or a program of study, work, or travel designed to keep the faculty member abreast of the latest developments in his or her area of specialization.

B-3. Work toward an advanced degree.

C. PERIOD OF LEAVE AND SALARY. A sabbatical leave is for either one-half academic or fiscal year at full pay or a full academic or fiscal year at half pay, depending on the type of appointment held by the faculty member. Note that those on full year sabbaticals must arrange for full year life insurance and disability benefits if so interested. [See APM 55.42] [ed. 1-11]

D. RESTRICTIONS ON SERVICE AND SALARY. The decision as to the acceptability of a proposal will not be based on whether additional remuneration may be received, but rather on the probability that the faculty member will enhance his or her value to UI. Teaching elsewhere or working in research laboratories of industry or government may be approved if such activities can be expected to contribute significantly to the acquisition of useful ideas and practices. In no case will leave be granted primarily for the purpose of augmenting the person's income. The benefit to UI must be

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foremost in the consideration leading to approval of the leave.

E. ANNUAL JOB DESCRIPTION. The faculty member is expected to note sabbatical purpose and goals on the annual faculty job description. Performance evaluation will reflect the faculty member's purpose and goals while on sabbatical.

F. CHANGES IN SABBATICAL. If a faculty member must change the purpose, place, or time of the sabbatical leave, he or she must submit a written request, with recommendation from the dean and unit administrator, to the SLEC for approval. This request must state the rationale for the changes and document how the sabbatical leave plan will reflect these changes. Upon approval by the SLEC, any changes will be sent to the provost. *[ed. 8-11]*

G. RETURN. The faculty member is expected either to return to the active service of UI for at least one academic year after completion of the leave or to repay the money received from UI while on leave, unless the president approves a waiver of this requirement. Within six weeks after returning, the faculty member must submit to the provost's office and to the faculty member's dean and unit administrator, SLEC chair a complete report in PDF format of his or her activities while on leave. This report will be available to is distributed by the SLEC chair to members of the SLEC, the provost, the faculty secretary, and the faculty member's dean and unit administrator. *[rev. 7-97, 7-02, 7-13, 12-15, ed. 8-11]*

H. APPLICATION FOR LEAVE. An application is submitted to the SLEC with recommendation from the unit administrator and dean. Any SLEC member who submits an application for consideration must recuse themselves from reviewing all applications for that application period. The SLEC evaluates the proposal in accordance with subsections I, J, and K, below. Therefore, the application should present the merit of the proposed leave clearly and convincingly and should be prepared with the care and thoroughness of a paper submitted for publication. The application should consist of the following *[rev. 7-97, 12-15, ed. 7-02, ed. 8-11]*:

H-1. Cover Page. Include a title indicative of the proposed sabbatical activity, the period of requested leave, name and rank of the applicant, and signatures of the administrators approving the application.

H-2. Abstract. Maximum length: 100 words.

H-3. Description of Proposed Sabbatical. Major headings should include a detailed statement of what the applicant plans to do while on sabbatical, the objectives and significance of the proposed activities, the value of these activities to the applicant's UI obligations, the feasibility and methods of accomplishing the objectives, and the applicant's qualifications pertinent to the proposed activities. This section should consist of not more than four single-spaced typewritten pages. *[rev. 7-97]*

H-4. Curriculum Vitae. Include a standard University of Idaho curriculum vitae.

H-5. Appendix. Evaluation of the proposal by college dean and unit chair, letters of acceptance from persons with whom the applicant plans to work, itinerary, and other supportive documentation should be appended to the application. *[ed. 7-98, 7-02, ed. 8-11]*

I. RATING SYSTEM. The application will be rated by the SLEC according to the following system:

I-1. Merit and feasibility of the proposal, 60 percent. *[rev. 7-97]*

I-2. Applicant's record or potential for research, teaching, service and/or other pertinent activity, 25 percent. *[add. 7-97]*

I-3. Length of service to UI, up to 15 percent. Each year of service, counting from the faculty member's initial appointment or from his or her most recent sabbatical leave, whichever is later, is assigned a weight of one point, limited to a maximum of 15. *[ren. and rev. 7-97]*

J. PROCEDURE FOR RATING. To give sufficient time for planning of sabbatical leaves, applications must be

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submitted at least 10-17 months before the beginning of the academic year during which the leave is to be taken. The SLEC meets in April of each year to consider applications received by March 31 for the academic year beginning 17 months later. The committee rates the applications according to the rating system specified in I and makes recommendations to the Provost who notifies applicants of the university's preliminary approval or disapproval. In this round of sabbatical applications the provost notifies no more applicants than a number equal to 60 percent of the sabbatical leaves expected to be available for the year under consideration. Faculty members who do not apply for sabbatical leave by March 31 may apply on or before November 1 for the academic year beginning 10 months later. The SLEC meets in November to consider new applications (and reconsider resubmitted applications). The SLEC again makes recommendations to the provost who submits a list of those faculty members recommended by the SLEC and proposed by the provost in both April and November to Faculty Senate for final approval. If there is substantial change in an applicant's plans, he or she must submit a new plan through the unit administrator, dean, and the SLEC for approval. If the new plan is not approved, the applicant may request leave without pay. *[rev. 7-97, ed. 7-00, 6-09, ed. 8-11]*

K. CRITERIA USED IN EVALUATING PROPOSALS.

K-1. Preparation, Thought, and Documentation: Organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, preliminary work done on the project in addition to the planning, letters of appointment and acceptance, other documents supportive of the proposal, and the applicant's plans for travel, if that is an integral feature of the proposal. *[rev. and ren. 7-97]*

K-2. Benefit to UI and to Applicant: Contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at UI, publications or other scholarly works resulting from the project, enhancement of professional status, recognition for UI, and contribution to special projects or to UI programs. *[rev. and ren. 7-97]*

K-3. Applicant's Record of or Potential for Research, Teaching, Service and/or Other Pertinent Activity: Publications, performances, grants, postdoctoral fellowships, leaves, participation in relevant professional organizations, record of achievement on previous grants and leaves, evaluation by unit administrator and dean, and evidence of excellence in teaching, service, or other evidence of contribution to the university. *[rev. and ren. 7-97; ed. 7-98, ed. 8-11]*

UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3720: Sabbatical Leave

SABBATICAL LEAVE EVALUATION FORM [rev. 7-97]

APPLICANT'S NAME _____

SEMESTER(S) APPLIED FOR _____

PURPOSE OF LEAVE _____

I--VALUE OF PLAN (Maximum 60 points)

A. Preparation, Thought, and Documentation (where appropriate) (30 points)

(For preparation and thought, consider the following: organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, and preliminary work begun on project beyond planning; for documentation consider the following: itinerary, letters of appointment, letters of acceptance, and other supportive documentation if applicable.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points _____

B. Benefit to University and Individual (30 points)

(Consider the following: contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at university, publications or other scholarly works resulting from project, enhancement of professional status, recognition for university, contribution to special projects or programs within university.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points _____

II. APPLICANT'S RECORD OR POTENTIAL FOR RESEARCH, TEACHING, SERVICE AND/OR OTHER PERTINENT ACTIVITY (Maximum 25 points) (25 points)

(Consider the following: publications, performances, grants, post-doctoral fellowships, leaves, participation in relevant organizations, record of achievement of previous grants and leaves, evaluation by unit administrator and dean, including their assessment of the proposal and annual evaluation forms, evidence of excellence in teaching, service, or other evidence of contributions to the university, as required by the applicant's position description.) [ed. 8-11]

Excellent 23-25; Good 19-22; Average 13-18; Poor 8-12; Unacceptable 0-7 Points _____

III--SERVICE (Maximum 15 points)

(One point awarded for each year of service to university since the last sabbatical leave to a maximum of 15 points.) Points _____

EVALUATOR _____

DATE _____

Total Points _____

University of Idaho

POLICY COVER SHEET

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

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

Minor Amendment

Chapter & Title: FSH 1640.90 GEAC

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency

Minor Amendment

Chapter & Title: _____

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Kenton Bird, Dir. Gen. Ed Oct. 7, 2015

Name Date

885-4947, kbird@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Liz Brandt, Chair Committee on Committees

Name Date

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

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

This change would add one additional faculty or staff member to the committee, for a total of six. Because terms are for three years, this would enable two members to rotate off the committee each year – providing better balance between new and continuing members.

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

No impact anticipated

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

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

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

APM

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

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1640

COMMITTEE DIRECTORY

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

1640.74

SABBATICAL LEAVE EVALUATION COMMITTEE

A. FUNCTION. To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.] [ed. 7-00, 7-09]

B. STRUCTURE. Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and vice provost of academic affairs, or designee (w/o vote). A member selected to serve on this committee who is planning on applying for a sabbatical shall recuse themselves from participating the semester in which they apply. [rev. 7-06, 2-09].

1640.90

General Education Assessment Committee

A. FUNCTION.

A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Assistant Director of Institutional Research and Assessment, or designee, will provide coordination and leadership.

A-2. The GEAC meets to norm and score assessment artifacts, and to review assessment findings and make recommendations based on its findings to UCGE.

[Information on general education assessment can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>]

B. STRUCTURE AND MEMBERSHIP. The committee is composed of ~~nine-ten~~ members as follows: Director of General Education as Chair, ~~Assistant~~ Director of Institutional Research and Assessment, or designee, one UCGE member, two undergraduate students, and ~~four-five~~ members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining ~~three-four~~ selected to ensure a broad representation across the eight colleges that offer baccalaureate programs. All members, except students, serve on three year staggered terms. The Director of General Education is responsible for the selection of committee members.

Overview of Revision to University of Idaho Intellectual Property Policy (FSH5300): SBOE-Required Changes and Changes Resulting from Discussion with the IPC

In July, 2014, the University of Idaho submitted a revised version of FSH 5300, Copyrights, Protectable Discoveries, and Other Intellectual Property to the State Board of Education (SBOE), and this revised version of the policy was approved by the SBOE at its August 13-14, 2014 meeting. The majority of the included changes, intended to make the University policy consistent with changes to the SBOE intellectual property policy, made in 2010 and 2013, were previously the subject of discussion between the Office of General Counsel (OGC) and the University of Idaho Intellectual Property Committee (IPC). After this discussion with the IPC, but before submission of the University policy in July 2014, the SBOE requested and the University made additional but non-substantive changes or clarifications.

In 2015, OGC reviewed the SBOE-approved version of the policy with the IPC. As a result of this review, OGC further revised the policy, clarifying scope and application of Section B-2(a)(2) of the revised policy; these revisions were endorsed by the IPC. The substantive changes required by the SBOE and the clarifications resulting from points raised by the IPC are described below.

- **With respect to claims by the University to intellectual property arising from use of University resources, the University increased the scope of such claims, for copyrightable works and protectable discoveries, to be consistent with SBOE policy changes made in 2010** (See SBOE Policy V.M. Sections 2(b)(i), 2(b)(ii), 2(c)(ii), and 3(a) and (b)) These changes were shared with the IPC in December 2013 and further revised after comment by the IPC in February and March of 2015.
 - **Claims of ownership arising from any work performed by an employee of any institution during the course of their duties to the institution, excluding traditional scholarly or creative works.**
 - **FSH 5300 B-2 (b)(1):** Materials are “UI-Sponsored Materials” within the meaning of this policy, and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons... prepared the work as part of his or her employment duties at UI, excluding those works identified in B-2-a.
 - **FSH 5300 B-2 (a): Retention of Rights by University Faculty.** Except as otherwise provided in Subsection B-2, above, the natural person or persons retain the rights to (1) copyrightable works produced while on sabbatical leave; (2) **course materials, study guides, and similar works prepared by University Faculty in the furtherance of their instructional responsibilities at UI.** See FSH 1565 D; and (3) **works prepared by University Faculty as part of the general obligation to produce scholarly or other creative works,** such as, but not limited to articles, books, musical compositions, and works of art. See FSH 1565 C-2.
 - **Claims of ownership based upon use of University resources:**
 - **FSH 5300 B-2(b)(5):** Materials are “UI-Sponsored Materials” within the meaning of this policy, and shall be assigned to UI consistent with Subsection G., if the natural person or persons: ... made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources **openly available to the public** shall not be considered “substantial use” of UI resources.
 - **FSH 5300 C.** “Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, **students,** or such other natural person or

persons identified above with the use of facilities (**other than library resources**) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI” and **FSH 5300 C-1**: A Protectable Discovery made by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (**other than library resources**) belongs to that natural person or persons, even though it falls within the field of competence relating to the person’s UI position.

- **With respect to the transfer to the University of intellectual property rights claimed by the University and/or Board**, the University policy now reflects the SBOE “requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy...” (SBOE Policy V.M. Section 4(b)(iv). These changes were shared with the IPC in December 2013; the language of FSH 5300 has been revised since to be more consistent with the language required, under *Stanford v. Roche*, to effect a present assignment of rights (*i.e.* “do hereby assign”).
 - FSH 5300 (G): PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. **All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents**, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in in preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.
 - This language does not alter the obligation, under the prior versions the policy, of employees to assign such rights to the University; it affects the timing of the assignment.
- **The SBOE policy required further clarification regarding institutional responsibility for the protection and commercialization of University-owned intellectual property and the distribution of royalties generated from commercialization of University-owned intellectual property.** These changes were made after the initial discussion of the policy with the IPC.
 - These clarifications are found in:
 - FSH5300A-1(d). Definition of “designated agent” added at the request of the SBOE.
 - FSH5300B-4(b) and (c). Clarification of royalty distribution for commercialized copyrighted works owned by the University.
 - FSH5300C-2. Identification of unit (Office of Technology Transfer [OTT]) responsible for securing legal protection of “Protectable Discoveries,” as required by SBOE policy.
 - FSH 5300C-2(d). Clarification of the activities in which OTT may engage, with respect to “Protectable Discoveries,” as required by SBOE policy.

5300

COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREAMBLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. Unless otherwise noted, the text is as of July 1996. [This policy was revised in November 2015 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho.](#) For more information, contact the Research Office (208-885-6651). [ed. 7-98, rev. 2-07, 4-08, ~~7-0909~~, [03-15](#)]

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- B. Copyrights
- C. Protectable Discoveries
- D. Dispute Resolution
- E. Special Arrangements for Federal, State, and Private Grants
- F. Record-Keeping
- [G. Present Assignment of Rights in Intellectual Property](#)

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

- a. "electronic" shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
- b. "written" or "in writing" shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
- c. "natural person or persons" means natural person or persons involved in the creation or development of intellectual property.
- [d. "designated agent" means the person or entity acting on behalf of the UI, within the scope of and under authorization through a written agreement between the person or entity and UI, to protect, commercialize, other otherwise transfer rights in intellectual property subject to this policy and to, as authorized by the UI, to enforce rights in such intellectual property. A designated agent of the University may include, by way of example and not limitation, a UI-affiliated foundation approved by the Regents of the University of Idaho and acting under an operating agreement between UI and the foundation.](#)

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B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish certain materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons. ~~(In this policy, “the natural person or persons” is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.)~~

B-1. Coverage. The types of materials to which this policy applies include:

- a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.
- b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
- c. Programmed instructional materials.
- d. Audio and video recordings.
- e. Simultaneously recorded live audio and video broadcasts.
- f. Dramatic, choreographic, and musical compositions.
- g. Pictorial, graphic, and sculptural works.
- h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: *[ed. 7-00]*
 - (1) “Computer program” means a set of instructions that direct a computer to perform a sequence of tasks.
 - (2) “Procedural design document” refers to material that describes the procedural steps involved in the creation of a computer program.
 - (3) “Program document” refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.
 - (4) “Data base” means a collection of data elements grouped together in an accessible format.
- i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. ~~Faculty, staff members,~~ UI employees and students retain all rights in the copyrightable materials they create except in the cases of “UI-Sponsored Materials” as defined in Subsection B-2-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI’s rights, if any. *[rev. 7-09]*

- a. **Retention of Rights by ~~University Faculty~~.** Except as otherwise provided in Subsection B-2-b and B-2-e2, above, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) course materials, study guides, and similar ~~materials~~ works prepared by University Faculty

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in the furtherance of their instructional responsibilities at UI. See FSH 1565 D-G; and (3) works prepared by University Faculty as part of the general obligation to produce scholarly or other creative works ~~of the natural person or persons,~~ such as, but not limited to, articles, books, musical compositions, and works of art. See FSH 1565 C-2. [rev. 7-09]

b. UI-Sponsored Materials. Materials are “UI-Sponsored Materials” within the meaning of this policy, and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons: (1) ~~was commissioned specifically prepared the work as part of his or her employment duties at UI, excluding those works identified in B-2-a;~~ (2) ~~was specially ordered or commissioned~~ in writing by UI or one of its distinct units to develop the ~~material as part of his or her employment duties and the writing states that the resulting works would be considered “UI-Sponsored”;~~ (2) work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (3) ~~received release time from regular duties,~~ not including sabbatical leave, to produce the specific materials; or (4) ~~made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources regularly and customarily open~~ public shall not be considered “substantial use” of UI resources. ~~Works identified in Section B-2-a of this policy shall not be considered, even if they otherwise fall within the definition of UI-Sponsored Materials, unless there is a valid written agreement between the University and the Faculty member providing for University ownership of specific work(s) or such disposition is contrary to the requirements of a sponsored program award. See Section E., below.~~

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, ~~faculty, staff,~~ UI employees and students accepting research grants or contracts from, and conducting research from United States federal agencies ~~shall do hereby~~ grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2-b or to negotiation under Section B-5 below. *[add. 7-09]*

B-3. ~~Registration of Copyrightable~~ UI Administration of UI Sponsored Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its’ assignee. UI, through the provost or ~~his or her~~ designee, has the right to file registrations of UI Sponsored copyrightable works. Additionally, UI, through the provost or the provost’s designee, may market, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. The provost, or designee, shall undertake evaluation, protection, transfer, and commercialization of UI Sponsored Materials consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. In light of the university’s educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or ~~rental~~ licensing of UI Sponsored Materials, the UI, college, department, other unit, or UI’s designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

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b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the college or service unit of the natural person or persons. In the event that any UI Sponsored Material is a jointly authored work, the portion of the net proceeds allocated to the natural person or persons, 40 percent, shall be divided among the original authors of the UI Sponsored Material and the portion of the net proceeds allocated to the college or service unit of the natural person or persons, 20 percent, shall be divided among the appropriate colleges and/or service units. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

~~c. UI retains a right to royalty free internal use of any materials designated UI Sponsored under this policy. Allocation and distribution of any royalties or other income from a jointly authored work constituting UI Sponsored Material and to which ownership vests in UI and another third party shall be made in accordance with a written agreement between UI and the third party. UI's portion of royalties or other income distributed to UI pursuant to such an agreement shall be distributed within UI following the schedule set forth in Section B-4(b), unless subject to a prior agreement between UI and the UI original author(s) of such works.~~

B-5. Written Agreements.

a. The provost, or designee, represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons ~~of~~ who authored the copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, "dean" includes persons with equivalent administrative capacities.)

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost, or designee, supersede the provisions of this Section 5300. ' To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. [rev. 4-08]

c. The provost, or designee, represents UI in negotiating and exercising agreements with third parties with respect to the transfer and/or commercialization of UI Sponsored Materials.

B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

~~a. **Internal Use.** Internal use is use by anyone employed by UI, or attending the UI as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of UI acting within the scope of his or her agency, either directly or through a grant or contract, or by any UI unit. Internal use of UI Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, do not require the prior approval or notification of any of the natural person or persons. However, for~~ For as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

~~b. **External Use.** External use is any use other than that defined in Subsection B-6 a. above. Licensing or sale of UI Sponsored Materials for external use must be preceded by a valid written agreement between the natural person or persons and UI or the UI's designated agent specifying the conditions of use, and including provisions concerning updating or revision of the materials.~~

B-7. Protection.

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- a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.
- b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI's agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4-b.
- c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. ~~When either UI or the natural person or persons involved in the creation or development of materials copyrighted by UI or its assignee is alleged to have violated personal or property rights, UI or its designated agent assumes responsibility for the defense against such allegation and the satisfaction of any judgment rendered against UI or the natural person or persons except insofar as liability of governmental entities is limited by Idaho Code 6-903 as currently written or later amended.~~ Defense of claims against UI employees arising from creation, development or use will be governed by the Idaho Tort Claims Act.

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. [*ed. 4-08*]

C. PROTECTABLE DISCOVERIES. "Protectable Discoveries," for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall and do(es) hereby assign to UI, as required by Subsection G., all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than ~~library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees~~ those resources openly available to the public) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI.

C-1. Ownership by Other Than UI. A Protectable Discovery ~~made~~ conceived and reduced to practice by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than ~~library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees~~ those resources openly available to the public) belongs to that natural person or persons, even though it falls within the field of competence relating to the person's UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI's policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor.

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C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. At its discretion, UI shall, through OTT, initiate and control the prosecution of patents on or otherwise secure the legal protection of Protectable Discoveries subject to assignment to UI under this policy. OTT shall be responsible for financing associated with such Protectable Discoveries, including but not limited to the payment of legal fees associated with the prosecution and/or protection of such Protectable Discoveries. In those circumstances in which OTT decides to seek legal protection for Protectable Discoveries, OTT shall provide direction to and shall be responsible for payment of legal counsel engaged by UI. OTT may, however, enter into alternate arrangements for legal protection of Protectable Discoveries by third parties, through written agreement with such third parties. OTT shall undertake protection and commercialization of Protectable Discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. [rev. 7-97, 7-06, 4-08]

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a “full” and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. [add. 7-97; ed. 7-98, rev. 4-08]

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. [add. 7-97, rev. 7-06, 4-08]

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, subject to controlling federal law, including but not limited to 37 CFR 401 (“Bayh-Dole”), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. [rev. 4-08]

d. OTT may, in furtherance of the dissemination, use, or commercialization of UI Protectable Discoveries, engage in a range of activities including but not limited to: granting exclusive or non-exclusive licenses; assigning rights in Protectable Discoveries; entering into contracts with third parties to provide controlled access to information concerning Protectable Discoveries, materials closely related to Protectable Discoveries, or Protectable Discoveries; negotiating for acceptance of an equity interest by the Idaho Research Foundation in a company licensing a Protectable Discovery; offering guidance with respect to business planning; or making University facilities available for further development of licensed UI Protectable Discoveries or business incubation, subject to contract.

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: [ed. 4-08]

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. [rev. 4-08]

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b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. *[rev. 4-08]*

C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property [Dispute](#) Committee. The disputes will be decided in accordance with Section 5300(D).

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee. The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Provost, in consultation with the Chair of Faculty ~~Council~~ [Senate](#) and the President of the Graduate and Professional Student Association (GPSA). Normally the IPD Committee shall be composed of five faculty members and two graduate students. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. *[ed. 1-10]*

D-2. Recommendation by the Intellectual Property Dispute Committee. The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee's recommendation is to be made no later than 60 days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

D-3. Decision by the Provost. After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

D-4. Appeal of the Decision of the Provost. The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

E. SPECIAL ARRANGEMENTS ~~FOR FEDERAL, STATE, AND PRIVATE GRANTS~~. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. [UI may assign and license intellectual property rights to any third party, regardless of whether that third party is a research sponsor.](#)

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

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Chapter 5: RESEARCH POLICIES

Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

February 2007

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in ~~in~~ preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.
~~[For form of employment agreement concerning patents, see 5400.]~~

Document comparison by Workshare Compare on Tuesday, October 27, 2015
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Description	2009_July_5300public-access
Document 2 ID	file://S:\GC\GeneralCounsel\2006 SEPT TO PRESENT\06 SHARED GOVERNANCE\03 FAC SECY\01 FSH\FSH 5300 2007-0350sk\FSH_5300_SBOE_7-16-14_clean Faculty Senate 11.2015.doc
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Inserted cell	
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Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	59
Deletions	37
Moved from	1
Moved to	1
Style change	0
Format changed	0

Total changes	98
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POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] [] Addition [] Revision* [] Deletion* [] Emergency
Minor Amendment [x]
Chapter & Title: FSH 3320 - Annual Evaluation
All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): Don Crowley, Faculty Secretary
(Please see FSH 1460 C)
Name Date
Telephone & Email: 885-7808, crowley@uidaho.edu

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

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

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

Edits to clarify process for tenured faculty members.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
None

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

IV. Effective Date: This policy shall be effective 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: ___ Fac. Affairs 3/10/14 appr. _____

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

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

FSH
Appr.
FC FS-16-016
11/17/15 & 12/1/15
GFM
Pres./Prov.

Track #
Date Rec.: 11/15-15
Posted: t-sheet
h/c
web
Register:
[Office Use Only]

3320

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

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

CONTENTS:

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

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

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

a. Forms Distributed. Supplies of the form to be used in the evaluation process are procured by deans and unit administrators. The immediate administrative officer is responsible for ensuring that each faculty member receives the proper form together with a copy of the supplementary instructions. [rev. 7-01]

b. Performance levels for each criterion are described as follows: [ed. 7-10]

i. Exceptional Performance (5) is extraordinary performance well beyond that required relative to the position description.

ii. Above Expectations (4) represents performance that is better than expected relative to the position description. [ed. 7-09, 7-10]

iii. Meets Expectations (3) is the performance expected of a faculty member relative to the position description.

iv. Below Expectations (2) denotes performance that is less than expected of a faculty member relative to the position description and means improvement is necessary. A rating of below expectations in one or more criteria triggers procedures outlined in 3320 B or C. [rev. 7-09, 7-10]

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v. Unacceptable Performance (1) is performance that is not acceptable relative to the position description and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any of the following ways will result in a rating of unacceptable performance: [rev. 7-09]

- a) received a “1” rating the previous period but did not make the improvements required;
- b) consistently violated one or more of the institution’s standards for meeting the expectations of the position; or
- c) violated one or more standards of conduct as specified in the *Faculty-Staff Handbook*.

c. Annual Report of Efforts and Accomplishments by Faculty Member. Each faculty member shall provide his or her unit administrator with the following materials for use in the annual performance evaluation:

- (1) Current Curriculum Vitae
- (2) UI Faculty Position Description for Annual Performance Review
- (3) Written detailed summary report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the Position Description for the period under review [rev. 7-09]
- (4) Other materials necessary to document efforts and accomplishments for the period under review. [add. 7-01, ed. 7-10]

d. Evaluation of Faculty by Unit Administrators. Unit administrators evaluate their faculty members. The performance of each faculty member during the review period is judged on the basis of the position description(s) in effect during that period. In the case of a faculty member holding joint appointments and/or involved in interdisciplinary activities, as described in the position description, in two or more academic or administrative units, it is the responsibility of the administrator in the faculty member’s primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member’s work. [See also 3080 E-3.] [rev. 7-09, ed. 7-10]

Ratings are determined by comparing the faculty member’s performance to the position description. The results of the student evaluation of teaching are carefully weighed and used as a factor in this evaluation. For each area of responsibility, the unit administrator shall describe the basis for her/his evaluation in assessing the faculty member’s performance. The ratings and narrative are entered as indicated on the form. The annual evaluation score for a faculty member in Form 1 relates to the faculty member’s performance evaluation relative to his/her position description. The overall unit average is provided to the faculty member upon request so that each faculty member can gauge his/her performance relative to other faculty members within the unit. After the unit administrator has completed ratings and narratives for all faculty for the review period, he or she shall provide the following items to each reviewed individual as they become available: [rev. 7-03, 7-09]

- (1) a copy of the individual’s annual evaluation form and narrative [rev. 7-09]
- (2) if requested, comparative information to help assess performance evaluation and numerical ratings, including, but not limited to: [rev. 7-09]
 - (a) Frequency distribution for overall ratings for the unit
 - (b) Frequency distribution for overall ratings for the college [rev. 7-97, ren. and rev. 7-01]

e. Self-Evaluation and Conference. Each faculty member is given an opportunity to use the evaluation form (FSH 3320 Form 1) to make an evaluation of his or her own performance. The unit administrator shall provide each faculty member with the opportunity to meet to discuss the unit administrator’s evaluation. (Suitable alternate arrangements are made for off-campus personnel.) The purpose of this meeting is to review and discuss the administrator’s evaluation and the self-evaluation, if any. The unit administrator explains his or her ratings and narrative providing a formative assessment on progress towards tenure, promotion, and/or continued satisfactory performance related to the faculty member’s performance during the year and any revisions in professional goals and objectives for the coming year. The faculty member and the unit administrator work to identify strategies to help the faculty member improve performance. The ratings may be modified as a result of the discussion. At the conclusion of the review process, each faculty member shall sign

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the evaluation form indicating that she/he has had the opportunity to read the evaluation report and to discuss it with the unit administrator. If the faculty member disagrees with the contents of the review, he/she shall be permitted to append a report to the unit administrator's evaluation, detailing the nature of the dissent. A copy of the administrator's final evaluation is given to the faculty member. *[ren. and rev. 7-01, rev. 7-09, ed. 7-10]*

f. College-Level Action. Copies of the performance evaluation materials forwarded by the unit administrator to the appropriate dean(s), for evaluation at the college(s) level, shall include: *[rev. 7-09]*

- a narrative evaluation on progress towards tenure, promotion, and/or continued satisfactory performance, *[rev. 7-09]*
- any evaluative comments provided by interdisciplinary/center administrators or from those administrators of faculty holding joint appointments, and *[rev. 7-09]*
- the evaluation form, *[rev. 7-09]*

If the unit fails to attach the narrative evaluation and evaluative comments, the college will return the materials to the unit. *[add. 7-09, rev. 7-10]*

If the faculty member files a dissent, the unit shall provide a copy to the dean. The dean shall arrange a meeting with the unit administrator and the faculty member to attempt to resolve the relevant issues. The dean enters an evaluation in the space provided on the evaluation form. A copy of that form is given to the faculty member and the original is forwarded to the Provost's Office for permanent filing [see FSH 1470 and APM 65.02]. A copy of the evaluation form is retained in the college office. If the dean concurs with the overall evaluation and rating of the faculty member by the unit administrator, no additional signature is required from the faculty member. *[rev. 7-09, 7-10]*

If there are any differences in any rating between the unit administrator and college dean, the dean shall attach a narrative stating the reasons for these differences, and a second and subsequent signature by the faculty member, acknowledging receipt of the dean's evaluation and rating, is required. The college shall forward the original evaluation form and narrative to the Provost's Office for permanent filing. If the college fails to attach the narrative, the provost will return the form to the college. A copy of the evaluation form is retained in the college office. If the faculty member disagrees with the Dean's evaluation and the disagreement cannot be resolved at the college level, either party may choose to refer the matter to the University Ombuds (FSH 3820). If the matter remains unresolved at the college level, the Provost shall be notified of the disagreement. *[ren. and rev. 7-01, rev. 12-06, 7-09, 7-10]*

A-2. SALARY DETERMINATION. This process is carried out at the departmental and higher levels of academic administration. [see FSH 3420.] *[rev. 7-09]*

B. PERFORMANCE BELOW EXPECTATIONS OF NON-TENURED FACULTY MEMBERS. *[add. 7-10]*

B-1. If the unit administrator determines that a non-tenured faculty member is performing below expectations, the unit administrator should consider the variety of possible causes, other than inadequate effort on the faculty member's part, that might be responsible for the performance. (see FSH 3190) *[ed. 7-09, rev. 7-10]*

~~It is not the~~ The unit administrator, ~~in consultation with the faculty member, should address~~ ~~identifying the possible~~ ~~'s~~ ~~role to diagnose the causes~~ of the problem, ~~but should~~ suggest ~~sources of~~ appropriate ~~resources~~ professional help and ~~to~~ encourage the employee to seek such help ~~[http://www.uidaho.edu/benefits/].~~ Faculty members and unit administrators may obtain referral information and advice from the University Ombuds and Human Resources. *[ed. 12-06, 7-09, 7-14]*

B-2. FIRST ANNUAL OCCURRENCE.

a. In the event that a non-tenured faculty member receives an annual evaluation concluding that he or she has performed below expectations (2 or lower) within one or more areas of responsibility, the unit administrator will, at the same time he or she delivers the performance evaluation, offer to meet with the faculty member to

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identify the reasons for the performance below expectations. At this meeting, the faculty member and the unit administrator will review the current Position Description and examine strategies that would permit the faculty member to improve his or her performance. *[rev. 7-09, 7-10]*

b. In the event that a non-tenured faculty member receives an annual evaluation concluding that he or she has performed below expectations (2 or below) in the overall score, the unit administrator will, at the same time he or she delivers the performance evaluation, offer to meet with the faculty member to identify the reasons for evaluating the performance as below expectations. At this meeting, the unit administrator will appoint a mentoring committee by selecting three individuals from a list of five faculty members nominated by the faculty member, or if the faculty member makes no nominations, will appoint three faculty members of her/his choosing. The mentoring committee's purpose is to help the faculty member improve performance. The members of the committee need not be drawn from the same unit as the faculty member. The faculty member or unit administrator may request that the University Ombuds attend meetings of the mentoring committee and faculty member. *[ed. 12-06, rev. 7-09, 7-10]*

B-3. TWO CONSECUTIVE ANNUAL ASSESSMENTS OF BELOW EXPECTATIONS. In the event of two consecutive annual evaluations concluding that the non-tenured faculty member has performed below expectations overall or within one or more areas of responsibility (2 or lower) the unit administrator will, at the same time he or she delivers the performance evaluation, arrange a meeting of the faculty member, the unit administrator and, in the unit administrator's discretion, the Dean of the College. The faculty member or the unit administrator may request that the University Ombuds attend the meeting. *[ed. 12-06, rev. 7-10]*

The intent of the meeting is to review:

a. the current position description and revise it if necessary to address the issues identified during the discussion. *[ed. 7-09]*

b. the strategies implemented in the previous year and to identify why the strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would permit the faculty member to improve his or her performance. *[ed. 7-09]*

C. PERFORMANCE BELOW EXPECTATIONS OF TENURED FACULTY MEMBERS. Tenured faculty will follow the same process as described in B-1 through B-3 above. In addition, to identify and address specific problems early on, a tenured faculty member may be subject to a review as described in C-1 and C-2 below. The purpose of C-1 and C-2 is to assist the faculty member with getting back on track.

C-1. ANNUAL ASSESSMENT OF BELOW EXPECTATIONS. ~~In the event a tenured faculty member receives an annual evaluation of below expectations, the procedures described in B-1 through B-3 above will apply.~~ In the event of an overall score of 1, the provost may determine that further review of the faculty member's performance is required. This review will be conducted in accordance with the procedures prescribed in 3320 C-2. *[ren. and ed. 7-09]*

C-2. THREE CONSECUTIVE ANNUAL EVALUATION ASSESSMENTS OF BELOW EXPECTATIONS. In the event of three consecutive annual evaluations below expectations overall or within one or more areas of responsibility, or a pattern of below expectations evaluations over five years (a summary score of 2 or lower), the Dean shall initiate a formal peer review. *[rev. 7-09, ren. 7-10]*

a. Composition of the Review Committee. The Review Committee will consist of six (6) members, appointed as follows:

(1) The Faculty member will submit to the unit administrator a list of the names of three faculty members from within the unit and three tenured faculty members from outside of the unit. The unit administrator will submit a similar list to the faculty member. From the list given to the faculty member, he/she will select one person from inside of the unit and one from outside the unit. From the list given to the unit administrator, he/she will select one person from inside of the unit and one from outside the unit.

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- (2) The committee members will select as chair another faculty member from within the unit.
- (3) The Ombuds or his/her designee shall be an ex-officio member of the committee. *[ed. 12-06]*

b. Timing of the Review. The review and recommendation(s) will be completed within sixty days of the annual evaluation.

c. The Review. The purpose of the review is to assess the level of performance of the faculty member and the unit administrator's evaluation of that performance. To that end, the committee shall assess the reasonableness of the previous evaluations and the appropriateness of the development plans, as well as any material submitted by the faculty member and the unit.

The faculty member and chair will provide the following materials to the committee:

- Updated Curriculum Vitae of the faculty member
- Position Descriptions for the past four years
- Annual evaluation materials submitted by the faculty member for the past three years
- Annual Evaluations of the faculty member by the unit head and the Dean for the past three years
- Student and peer evaluations (if any) of teaching for the past four years
- A self-evaluation of teaching
- A self-assessment summary of what the faculty member has learned and achieved during the past four (4) years, including contributions to the department, university, state, nation, and field (about 2 pages).

The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.

d. Responses to Committee Report. The faculty member, chair, and dean will receive the report and will have fifteen days from the report's date to submit written responses to the review committee. The review committee will send the report and all responses to the provost.

e. Provost. The Provost will be responsible for determining the appropriate resolution, which may include: *[rev. 7-09]*

- 1) continuing the status quo;
- 2) mentoring to address area(s) of concern;
- 3) termination for cause;
- 4) consideration of other recommended resolution(s). *[1-4 add. 7-09]*

D. PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS. *[ed. 7-09, ren. 7-10]*

D-1. EVALUATION BY FACULTY MEMBERS. Opportunity is provided for an annual performance evaluation of college deans, assistant and associate deans, and administrators of academic departments and other intracollege units by the faculty members of the respective units. The provost sends each faculty member an appropriate number of copies of the form, "Annual Faculty Evaluation of Academic Administrators" [form 2 appended to this section] to be used for evaluation of the unit or center administrator, one to be used for evaluation of the dean, and one to be used for evaluation of each assistant or associate dean in the college. *[ren. & ed. 7-10, 10-10]*

D-2. EVALUATION OF UNIT AND CENTER ADMINISTRATORS AND ASSISTANT AND ASSOCIATE DEANS. The review and evaluation of unit and center administrators, and assistant and associate deans, require consideration of their responsibilities as faculty members and as administrators as defined by percentage allocations in the Annual Position Description. All administrators are entitled to a review and evaluation of their performance as faculty members. Further, all administrators are entitled to a review of their performance as administrators. (Forms to be used in the evaluation of administrators are found in Form 1 and 2. *[rev. 7-99, ed. 3-07, rev. & ren. 7-10 (incorporated 1420 E-6 into this entire section D-2 through D-4)]*)

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1. Evaluation as a Faculty Member.

a. Annual Evaluation. The annual evaluation of an administrator's performance as a faculty member shall be conducted by the dean of the college in accordance with the provisions of *FSH 3320 A* above.

b. Third Year Review. If the administrator is untenured, there shall be a third-year review in accordance with the procedures outlined in *FSH 3520 G-4*.

2. Evaluation as an Administrator.

a. Annual Evaluation. The dean shall conduct an annual evaluation of each administrator's performance in accordance with the responsibilities specified in *FSH 1420 E-1* and in the Annual Position Description. The dean and administrator will negotiate the administrator's Annual Position Description on the basis of the unit's needs, and make it available to the faculty for annual evaluation purposes. The administrator will present his or her annual goals for the unit at the beginning of the review year and report on his/her effectiveness in meeting last year's goals. Annual goals should be based on the unit action plan, needs of the unit, and discussion with the dean. The dean will make a conscientious effort to solicit input from unit faculty through evaluation form 2. [*rev. 7-99, ed. 6-09, 10-10*]

Unit faculty must send completed copies of form 2 directly to the dean. The dean furnishes the administrator a summary of the faculty evaluations in such a way that the confidentiality of individual evaluations is preserved. The dean may arrange a conference with the administrator to discuss the summary. After these steps have been completed, the dean shall destroy the individual faculty members' evaluations and shall file the written summary in the dean's office. The dean then submits a summary of conclusions and recommendations resulting from the review to the provost, who in turn makes his or her review and forwards recommendations to the president. The dean will then provide feedback to faculty who have submitted form 2, as appropriate. [*ed. 10-10*]

D-3. EVALUATION OF DEANS. The provost shall conduct an annual evaluation of each dean's performance in accordance with the dean's responsibilities specified in *FSH 1420 D-2* and in the Annual Position Description. The provost and dean will negotiate the Annual Position Description for the dean on the basis of the college's needs and make it available to the faculty for annual evaluation purposes. The dean will present his or her annual goals for the college at the beginning of the review year and report on his or her effectiveness in meeting last year's goals. Annual goals should be based on the college's action plan, needs of the college, and discussion with the provost. The provost will make a conscientious effort to solicit input from college faculty through evaluation form 2. [*ed. 10-10*]

College faculty will send completed copies of form 2 directly to the provost. The provost will summarize the faculty responses and share that summary with the dean. In preparing and conveying that summary, the provost has the responsibility to ensure that faculty comments are confidential. This includes, but is not limited to, avoiding the use of any phrases that can identify the faculty member making the comments. The provost may arrange a conference with the dean to discuss the summary. After these steps have been completed, the provost shall destroy individual faculty members' evaluations and file the written summary in the Office of Academic Affairs. The provost must then submit a summary of conclusions and recommendations resulting from the review to the president. The provost will then provide feedback to faculty who have submitted form 2, as appropriate. [*ed. 10-10*]

D-4. PERIODIC REVIEW OF ADMINISTRATORS. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The Provost appoints an ad hoc review committee to include faculty, department chairs, and experienced

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administrators of other units. The periodic review will be conducted at the request of the Provost and Executive Vice President and in accordance with the mechanisms of formal review, which must provide for the following:

1. Opportunity for the dean, center administrator, or unit administrator to prepare a report/portfolio summarizing his or her administrative achievements for the period, including annual reviews; [*rev. and ren. 7-99*]
2. Opportunity for all faculty and staff of the college/unit to participate in the review;
3. Solicitation of input by the committee from appropriate constituencies of the college/unit. Confidentiality of all individual evaluations will be ensured; [*add. 7-99*]
4. Preparation by the review committee of a written report summarizing the findings and recommendations of the review, which will be forwarded to the Provost and the dean/center or unit administrator; [*ed. and ren. 7-99*]
5. The provost will submit the written report along with any additional comments and recommendations to the president and provide appropriate feedback to the administrator. [*rev. and ren. 7-99*]

a. Additional Review. The provost and/or college dean may initiate a review at any time he or she determines a review is needed. The dean shall submit to the provost a summary of conclusions and recommendations resulting from this additional review. If the review is conducted by the provost, he or she shall submit a summary of conclusions and recommendations to the president.

The faculty of the unit may also initiate, by majority vote, a formal review (as outlined above) of the unit administrator. The tenured faculty of a college may also initiate, by majority vote, a formal review (as outlined above) of the college dean.

E. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. The schedule will ensure that faculty members' evaluations of unit or center administrators and assistant and associate deans have been received by the dean before the administrators' recommendations on salary, promotion, and tenure are made known to the faculty and, similarly, that faculty members' evaluations of deans have been received by the provost before the deans' recommendations on salary, promotion, and tenure are made known to the faculty. Likewise, the summaries of faculty evaluations of unit or center administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on faculty salary, promotion, and tenure have been transmitted to the provost. [*ren. & rev. 7-10*]

(Forms on next few pages)

***NOTE:** In October of 2010 it was determined that elimination of Form 2A was possible with minor edits to Form 1 (addition of reference FSH 1420 E to box 4). As such, Form 1 may be used in lieu of Form 2A by administrators, if desired. Given this change, form 2B becomes Form 2 (see the UI Policy website for redline versions or contact the Faculty Secretary's Office or Provost's Office for further clarification).

University of Idaho

POLICY COVER SHEET

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

[3/09]

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

Minor Amendment

Chapter & Title: Leave Policies for All Employees 3710

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency

Minor Amendment

Chapter & Title: _____

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Don Crowley, Faculty Secretary 11/24/15

Name _____ Date _____

885-6151 crowley@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Seante Leadership/Faculty Affairs 11/13/15

Name _____ Date _____

RandyTeal and Marty Ytreberg

Reviewed by General Counsel ___Yes ___X___No Name & Date: _____

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

Clarify and update policy.

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

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

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

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

APM

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

FSH

Appr. _____

FC _____

GFM _____

Pres./Prov. _____

[Office Use Only]

Track # _____

Date Rec.: _____

Posted: t-sheet _____

h/c _____

web _____

Register: _____

(Office Use Only)

3710
LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011 section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

- A. General
- B. Annual Leave
- C. Sick Leave
- D. Holidays
- E. Military Leave
- F. Leave for Court Required Service and Voting
- G. Leave for Campaigning for or Service in Public Office
- H. Administrative Leave
- I. Academic Transitional Leave
- J. Terminal Leave
- K. Shared Leave
- L. Family Medical Leave
- M. Servicemember Family and Medical Leave [add. 2-08]
- N. Personal Leave
- O. Extended Family Medical Leave
- P. Leave for Professional Improvement
- Q. Exceptions

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [Q; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] [ed. 2-08, 7-10]

A-2. The term “leave” refers to an employee’s absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, “immediate family member” includes: ~~your~~ spouse, ~~your~~ child (biological, adoption or foster arrangement), parent, brother, sister, grandparent, and these same relationships of a spouse by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, ~~other than the relationship of spouse*~~, and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

~~*Due to the 2006 “marriage amendment” to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. [ed. 1-10]~~

POLICY COVER SHEET

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

[3/09]

Faculty/Staff Handbook [FSH] Addition Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: _____

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: 40.31 -- Facilities – Tree Memorial & Recognition Program

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Charles M. Zillinger November 3, 2014

Name	Date
charlesz@uidaho.edu – 885-6633	

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Johnson November 3, 2014

Name	Date
johnsonb@uidaho.edu November 3, 2014	

Reviewed by General Counsel Yes No Name & Date: Kent E. Nelson

- I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. **The UI campus landscape is an aesthetically pleasing, pastoral greenspace for the enjoyment and edification of all the campus users. Because of increased requests for donor/naming opportunities and the relatively inexpensive cost for Recognition/Commemorative trees, adjustments need to be made to preserve the overall campus aesthetic and reduce the number of plaques accruing across the campus landscape. The Recognition/Commemorative Tree Program was established to help the Facilities Landscape team improve and maintain the campus landscape to a higher professional standard, as well as to honor and recognize those various people, groups, and organizations who have promoted UI’s mission. This program was never intended to become a low cost naming opportunity for anyone to ascribe to because of its affordability. Naming opportunities on campus should not be cheap or offered indiscriminately.**

- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? **It will cost donors more to plant a signed/plaquet Commemorative tree on campus. And, this type of acknowledgement will be limited to those who have significantly promoted and fostered the success of the university by making a major, substantial and long term positive impact to the university and its programs. The majority of Recognition tree plantings will be offered to those who are members of the UI family/tradition and they will have the opportunity to plant a tree, receive a certificate, have a ceremony, and the location of the tree will be mapped on an interactive website. Limiting the number of plaques will allow us to maintain a higher quality campus aesthetic as well. The cost of any other naming opportunity on campus is significantly higher, and we need to keep the honor of having a “named” item on campus in proper proportion to the other donor opportunities available.**

- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change. **This will impact the Arboretum Tree Donor Policy and will be cloned to match the wider Campus Policy.**

- IV. **Effective Date:** **Implementing as of January 1, 2015**

If not a minor amendment forward to: _____

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

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

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

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

40.31 ~~---~~ Tree Recognition and Commemorative Program Tree Memorial and Recognition Program

~~Last updates October 14, 2014 November 14, 2014~~ April 2015 (rewrite)

A. **General.** The University of Idaho recognizes the value of a campus well-endowed with healthy and vibrant trees and ~~wishes to create opportunities for trees to be planted and placed on campus for various patrons, groups, events, and organizations.~~ Recognition are for those entities who have been part of the UI family and/or those who have significantly recognizes the importance of honoring university patrons, groups, events, and organizations by creating opportunities for trees and plaques to be placed in memorial or recognition of those who/which have promoted and fostered the success of the university, making substantial and long term positive impact to the university and its programs. This ~~document program summarizes~~ provides the process by which trees can be planted in honor of a patron, group, or organization ~~with and~~ the act acknowledged by ~~either a recognition certificate or a~~ plaque placed at the foot of the tree.

A-1. **Eligible Participants.** Persons, groups, events, or organizations directly affiliated with the University of Idaho or its established traditions, may be so honored on the grounds of the university, Moscow campus.

A-2. **Recognition/Commemorative Tree Memorial/Recognition Plaque Tree Requests.** ~~In addition to planting a new tree at available campus landscape sites, Requests for a memorial or recognition plaque for placement near a recently established or newly planted campus landscape trees within the campus landscape may also be selected as a Recognition or Commemorative tree— [3 inches or less in trunk caliper size].~~ are reviewed by the Memorial/Recognition Review Committee. ~~[Note: Arboretum and golf course locations are excluded from this policy.]~~

Designation of the proper category for a particular honoree is determined by the Recognition/Commemorative Policy Group ~~whiche includes the~~ ~~which is made up of the University's AVP for Facilities, The Architectural & Engineering Services Director, and the Landscape & Exteriors Services Director.~~ Our standard bronze plaque is 5 inches by 10 inches. Text selections for the plaque ~~must follow UI standards and guidelines concerning content, titles, font, and punctuation.~~ Tree Memorial/Recognition Request forms [See online request form] are also available from the Facilities Landscape Department at (208) 885-6734 or landscape@uidaho.edu. ~~[ed. 10-14]~~

- 1.) **Recognition Category** - The preponderance of honorees will fall into the Recognition Category where a suitable tree will be planted or selected; a certificate of recognition will be presented to the honoree or family members; the tree will be ~~se~~ited on the UI Campus Interactive Map; and the donor sponsored planting ceremony may be held if the donor or honoree desires one.
- 2.) **Commemorative Category** – For those honorees or dignitaries that are selected for this category, besides all of the items mentioned in the Recognition Category, an inscribed bronze plaque will be placed at the foot of the tree as well. A standard bronze plaque that is 6 inches by 11 inches is used. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, and punctuation- (see Plaque Inscription Guidelines Below). The plaque text is reviewed, edited, and approved by the Recognition/Commemorative Policy Group to conform to all UI standards mentioned.

~~Please fill out the Recognition/Commemorative Tree Request Form is located on the which can be found below. online or requested from the Facilities Landscape Department website. (landscape@uidaho.edu or 208-885-6246).~~

A-3. **Tree Selections.** The Campus Horticulturist at UI Facilities determines which tree species or cultivars would best fit any given site for a Recognition/Commemorative tree planting. Often, several possible choices are available, and the donor may suggest other possibilities as well. Other locations are more restrictive and require the planting of a particular species/cultivar to match and blend in with the plantings already in place. These options will be discussed when viewing the available tree planting sites. Final tree selection is always determined by the Campus Horticulturist to best meet the overall landscape goals and objectives for campus.

Commented [TA1]: Provide link to site, remove form from below. <http://www.uidaho.edu/facilities/les/trees>

UI Landscape Department at Facilities provides a "Tree List" of appropriate tree species/cultivars/sizes, for consideration and selection and will order the tree(s) upon selection and payment. Tree types chosen from this list are preferred, but others may be requested by the donor, subject to approval by the Landscape Department. *[rev. 10-14]*

A-4. Site or Planting Locations. The UI Landscape Department at Facilities will offer one or more appropriate planting sites for consideration to the requestor(s). These sites are selected on the basis of future construction, species needs, soil types, and growth area needed for the tree(s). Tree location near a particular building or area will be considered upon request, but if these spaces are filled or inappropriate, the Landscape Department will determine acceptable alternate sites or species. *[ed. 10-14]*

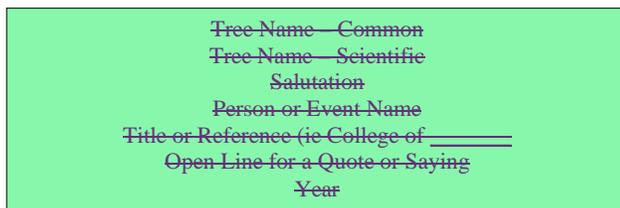
Currently the Administration Lawn is reserved solely for dignitary and commemorative tree planting only, because of the very limited number of tree planting sites available. Most of the inner campus core is also limited at this time to replacement tree planting sites. The outer campus core has a wider variety of planting sites available (see also Section A-7).

A-5. Fee for Selected Memorial/Recognition Tree and Plaque. The fee for a Recognition Category Tree is \$2,500 and ~~The fee for a Commemorative Category Tree is \$5,000. Memorial/Recognition tree and plaque is \$2,500.~~ This fee covers the cost of the tree, an all-related certificate, the plaque, and the installation costs of each. Long term care for the tree will be provided by the university. The rRemaining funds will be placed into the UI Tree and Shrub Endowment fund. This fund is dedicated to the purchase of new and replacement trees and shrubs to enhance the entire university campus landscape and will be used to replace a Recognition/Commemorative tree memorial/recognition tree, should it perish prematurely. (~~W~~within the first 10 years of planting.)

Larger specimen trees may be selected and planted on campus, but cost and survivability risks are considerably higher. The prices for planting a larger caliper specimen tree are assessed for each individual request by the Landscape Department. [rev. 1-08]

A-6. Plaque Inscription Guidelines.

- Maximum of seven (7) lines per plaque.
- Maximum of forty-six (46) characters per Line, including spaces.
- No graphics or artwork allowed, though association logos will be considered if they will fit.
- No titles allowed with the person's name on this line.
- Quote or Saying must be short, dignified, and relevant to the person or event being honored.
- Layout as shown on website below.



Tree Name—Common
Tree Name—Scientific
Salutation
Person or Event Name
Title or Reference (ie College of _____)
Open Line for a Quote or Saying
Year

Commented [TA2]: Facilities Landscape website, where tree request form is also located.

<http://www.uidaho.edu/facilities/les/trees>

A-76. Recognition/Commemorative Memorial/Recognition Plaque Archives. Trees have a natural life span, usually between 25 and 100 years. When a Recognition/Commemorative Memorial/Recognition tree reaches the end of its natural life span or suffers damage or loss that requires its removal, that planting site becomes available again for a new tree planting opportunity. ~~on the UI campus, it will be removed.~~ At that time, if there is a plaque associated with the removed tree, the plaque will also be removed and placed in the Archives of the University of Idaho, unless another individual, group, or organization wishes to sponsor a new Recognition/Commemorative Memorial/Recognition tree to be located at the site with the

~~original with the plaque. This process allows for continuing opportunities for new Recognition/Commemorative Memorial/Recognition trees to be placed on campus in perpetuity, while maintaining a record of all those honored in the past. The UI Campus Interactive Map will also show that the tree has been removed from the site at this time, but will still contain the original donor information.~~

~~A.87. **Tree Groves and Preserved Campus Open Spaces.** The UI landscape is a relatively mature landscape with few remaining places for a Recognition/Commemorative tree plantings. Memorial/Recognition grove or grouping of trees. Many open spaces on campus are in a "preserved" status to maintain the open pastoral quality of campus for future generations to enjoy of students. Some preserved open space sites include: of the identified sites include: Administration Lawn areas; Academic Mall (from Shattuck Arboretum to the Student Recreation Center); Commons Green; and other highly used and valued open lawn spaces areas. Tree planting will not occur in these areas. Groves or groupings of trees are reserved for university wide events, initiatives, or goals, rather than for individual persons. A grove/group must contain a minimum of three (3) trees. Cost is \$1,000/tree in the grove or group, and only one plaque will represent the particular grove/group. [rev. 10-14]~~

Commented [at3]: Facilities has decided to abandon this type of commemorative planting due to lack of interest.

~~A.8. **Garden and Planting Bed Sites.** It is also possible to dedicate niche spaces on campus for Dedication or Memorial Plantings. Small gardens or planting beds (under 200 square feet in area) that occur around campus at various sites may be used for such purposes. These types of sites may include one (1) small tree and/or a mix of shrubs and perennials.~~

~~i) The guidelines for these types of dedicated areas follow the tree memorial guidelines, with an exception; due to the increased labor maintenance the fee for these types of plantings is \$3,000. [Note: The lifespan of a shrub/garden area is much shorter than that of a tree. Other environmental impacts of these areas can also greatly influence the growth and health of the plant materials selected. Since our primary goal is to maintain a beautiful campus, removal of non-successful plants and replanting of more tolerant plants in any dedicated area remains an option available to the UI Landscape Division.] [rev. 10-14]~~

Commented [ZC(4): Because of the lack of interest in this particular type of Recognition/Commemorative opportunity, we are abandoning the A-8 concept.

University of Idaho

Recognition/Commemorative Tree Request Form

Commented [TA5]: Suggest removing this form and putting/maintaining it on Facilities website in appropriate landscape section. Facilities agrees, this form will be removed and put on their website.

~~This form may be completed by/for those interested in planting a tree on the University of Idaho Moscow campus in recognition or commemoration of a person, group, event, or organization directly affiliated with the University or its established traditions, per the UI Recognition/Commemorative Tree Program. This request should be completed and returned, well before the dedication event deadline, recognizing that **6 to 8 weeks** are required for tree ordering and/or plaque preparation. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, & punctuation, and will be reviewed, edited, and approved by the Recognition/Commemorative Policy Group. [Note: Order cancellation may result in penalty charges.] Questions/concerns may be directed to the UI Facilities Landscape Director or Campus Horticulturist, (208) 885-6246. Thank you.~~

Prepared by: _____ Date: _____ Payment Method _____

Requested by: _____

Requested for: _____

Plaque Text: Please attach correct spelling of honoree/s names; titles; and proposed text. Format of plaque will follow closely that which is shown below. (Draft Text will need to be reviewed and signed off by Requestor, before plaque order goes to foundry.)

(Please Note: Possible tree species and cultivar selections are discussed with the requestor as to potential types to be planted. Final choice is determined by Facilities staff. Final Tree Location & Text Submissions must be approved by the Requestor, the Facilities AVP, the Facilities AES Director, and by the Landscape Department before plant or plaque orders are submitted.)

Desired Location if Known: _____

Alternate Desired Location: _____

Event Date: _____

Additional Comments: _____

THIS BOX FOR USE BY RECOGNITION/COMMEMORATIVE POLICY GROUP ONLY

Approval (please initial as identified)

____ Facilities Assistant Vice President

____ Architectural & Engineering Services Director

____ Landscape and Exterior Services Director

Recognition Tree _____ Commemorative Tree _____ *Select One Please*

40.31 – Tree Recognition and Commemorative Program

April 2015 (rewrite)

A. **General.** The University of Idaho recognizes the value of a campus well-endowed with healthy and vibrant trees and wishes to create opportunities for trees to be planted and placed on campus for various patrons, groups, events, and organizations. Recognition are for those entities who have been part of the UI family and/or those who have significantly promoted and fostered the success of the university, making substantial and long term positive impact to the university and its programs. This document summarizes the process by which trees can be planted in honor of a patron, group, or organization with the act acknowledged by either a recognition certificate or a plaque placed at the foot of the tree.

A-1. **Eligible Participants.** Persons, groups, events, or organizations directly affiliated with the University of Idaho or its established traditions, may be so honored on the grounds of the university, Moscow campus.

A-2. **Recognition/Commemorative Tree Requests.** In addition to planting a new tree at available campus landscape sites, recently or newly planted trees within the campus landscape may also be selected as a Recognition or Commemorative tree [3 inches or less in trunk caliper size]. [*Note: Arboretum and golf course locations are excluded from this policy.*]

Designation of the proper category for a particular honoree is determined by the Recognition/Commemorative Policy Group which includes the AVP for Facilities, Architectural & Engineering Services Director, and Landscape & Exteriors Services Director.

- 1.) **Recognition Category** - The preponderance of honorees will fall into the Recognition Category where a suitable tree will be planted or selected; a certificate of recognition will be presented to the honoree or family members; the tree will be sited on the [UI Campus Interactive Map](#); and the donor sponsored planting ceremony may be held if the donor or honoree desires one.
- 2.) **Commemorative Category** – For those honorees or dignitaries that are selected for this category, besides all of the items mentioned in the Recognition Category, an inscribed bronze plaque will be placed at the foot of the tree as well. A standard bronze plaque that is 6 inches by 11 inches is used. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, and punctuation (*see Plaque Inscription Guidelines Below*). The plaque text is reviewed, edited, and approved by the Recognition/Commemorative Policy Group to conform to all UI standards mentioned.

Recognition/Commemorative Tree Request Form is located on the [Facilities Landscape Department website](#).

A-3. **Tree Selections.** The Campus Horticulturist at UI Facilities determines which tree species or cultivars would best fit any given site for a Recognition/Commemorative tree planting. Often, several possible choices are available, and the donor may suggest other possibilities as well. Other locations are more restrictive and require the planting of a particular species/cultivar to match and blend in with the plantings already in place. These options will be discussed when viewing the available tree planting sites. Final tree selection is always determined by the Campus Horticulturist to best meet the overall landscape goals and objectives for campus.

A-4. **Site or Planting Locations.** The UI Landscape Department at Facilities will offer one or more appropriate planting sites for consideration to the requestor(s). These sites are selected on the basis of future construction, species needs, soil types, and growth area needed for the tree(s). Tree location near a particular building or area will be considered upon request, but if these spaces are filled or inappropriate, the Landscape Department will determine acceptable alternate sites or species. [*ed. 10-14*]

Currently the Administration Lawn is reserved solely for dignitary and commemorative tree planting only, because of the very limited number of tree planting sites available. Most of the inner campus core is also

limited at this time to replacement tree planting sites. The outer campus core has a wider variety of planting sites available (*see also Section A-7*).

A-5. Fee for Selected Memorial/Recognition Tree and Plaque. The fee for a Recognition Category Tree is \$2,500 and a Commemorative Category Tree is \$5,000. This fee covers the cost of the tree, certificate plaque, and installation costs. Long term care for the tree will be provided by the university. The remaining funds will be placed into the UI Tree and Shrub Endowment fund. This fund is dedicated to the purchase of new and replacement trees and shrubs to enhance the entire university campus landscape and will be used to replace a Recognition/Commemorative tree, should it perish prematurely (*within the first 10 years of planting.*)

A-6. Plaque Inscription Guidelines.

- Maximum of seven (7) lines per plaque.
- Maximum of forty-six (46) characters per Line, including spaces.
- No graphics or artwork allowed, though association logos will be considered if they will fit.
- No titles allowed with the person's name on this line.
- Quote or Saying must be short, dignified, and relevant to the person or event being honored.
- Layout as shown on website.

A-7. Recognition/Commemorative Plaque Archives. Trees have a natural life span, usually between 25 and 100 years. When a Recognition/Commemorative tree reaches the end of its natural life span or suffers damage or loss that requires its removal, that planting site becomes available again for a new tree planting opportunity. At that time, if there is a plaque associated with the removed tree, the plaque will also be removed and placed in the Archives of the University of Idaho, unless another individual, group, or organization wishes to sponsor a new Recognition/Commemorative tree to be located at the site with the original plaque. This process allows for continuing opportunities for new Recognition/Commemorative trees to be placed on campus in perpetuity, while maintaining a record of all those honored in the past. The [UI Campus Interactive Map](#) will also show that the tree has been removed from the site at this time, but will still contain the original donor information.

University of Idaho

POLICY COVER SHEET

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

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

Minor Amendment

Chapter & Title: _____

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency

Minor Amendment

Chapter & Title: APM 45.23 Dual Use Research of Concern

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

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

Originator(s):

(Please see FSH 1460 C)

Telephone & Email:

Kathryn Barker 8.21.2015

Name Date

885-7258, kpbarker@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Arch Harner 8.21.2015

Name Date

885-2142, aharner@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Casey Inge
8.29.2015

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. Necessary for University compliance with federal Dual Use Research of Concern Policy.

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

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
APM 35.11 (Biohazard Safety) and 45.20 (Select Agents and Toxins)

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
Effective September 23, 2015 per federal 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 # _____

Date Rec.: _____

Posted: t-sheet _____

h/c _____

web _____

Register: _____

(Office Use Only)

APM 45.23—Dual Use Research of Concern

Created/updated: July 7, 2015

***Preamble:** This policy, and the related policies and procedures described herein, is intended to ensure that any life sciences research undertaken at the University that may entail Dual Use Research of Concern (“DURC”) is identified and conducted pursuant to University research missions and applicable federal laws and policies.*

Contents:

- A. Definitions
- B. Policy
- C. Scope of Authority and Responsibility for Review, Approval, Reporting and Monitoring of DURC
- D. Contact Information

A. Definitions.

A-1. Life Sciences pertains to living organisms (e.g., microbes, human beings, animals, and plants) and their products, including all disciplines and methodologies of biology such as aerobiology, agricultural science, plant science, animal science, bioinformatics, genomics, proteomics, microbiology, synthetic biology, virology, molecular biology, environmental science, public health, modeling, engineering of living systems, and all applications of the biological sciences. The term is meant to encompass the diverse approaches to understanding life at the level of ecosystems, populations, organisms, organs, tissues, cells, and molecules.

A-2. Dual Use Research means research conducted for legitimate purposes that generates knowledge, information, technologies, and/or products that could be utilized for both benevolent and harmful purposes.

A-3. Dual Use Research of Concern (“DURC”) means life sciences research that, based on current understanding, can be reasonably anticipated to provide knowledge, information, products, or technologies that could be directly misapplied to pose a significant threat with broad potential consequences to public health and safety, agricultural crops and other plants, animals, the environment, material, or national security.

A-4. Institutional Review Entity (“IRE”) means a committee established and empowered to execute the federal requirements for DURC identification, reporting, and oversight. The Institutional Biosafety Committee (“IBC”) is designated as the University IRE and, when functioning as the IRE, its membership shall be constituted in a manner that complies with federal DURC policy.

A-5. Institutional Contact for Dual Use Research (“ICDUR”) means the individual designated to serve as an institutional point of contact for questions regarding compliance with and implementation of the requirements for the

oversight of DURC as well as the liaison (as necessary) between the institution and the relevant federal funding agency. The Vice President of Research and Economic Development is designated as the University ICDUR.

B. Policy.

B-1. Introduction. The University, in pursuit of life sciences research, may on occasion undertake research that qualifies as Dual Use Research of Concern (“DURC”). Life sciences research that qualifies as DURC is beneficial to increase public and scientific understanding of the biology of pathogens and has numerous other benefits. Identifying particular life sciences research that qualifies as DURC preserves the benefits of this research while minimizing the risk of misuse of the knowledge, information, product, or technologies provided by such research. Federal policy requires the University to identify research which may qualify as DURC, to implement measures to mitigate the risk that DURC is used in a manner that results in harm, and to report any research thought to qualify as DURC to the National Institutes of Health (NIH) or other federal funding agency. A designation of research as DURC does not necessarily mean that the research should not be conducted or communicated. This policy is to ensure University compliance with federal policies regarding DURC.

B-2. Policy. A principal investigator (“PI”) who intends to conduct life sciences research using one or more of the 15 agents or toxins listed in Section B-2.a. (“DURC Agents and Toxins”) must, prior to engaging in such research, notify and obtain approval from the IBC, in accordance with University biohazard safety policies (see APM 35.11 and APM 45.20). Notification by the PI shall include a preliminary assessment of whether the proposed research aims to produce, or is reasonably anticipated to produce one or more of the effects listed in Section B-2.b. (“Categories of Experiment”).

In the event that the IBC, acting as the IRE, determines that proposed or ongoing life sciences research meets the definition of DURC, the PI shall:

- work with the IBC and the appropriate federal agency, to assess the dual use risks and benefits of the DURC and to develop risk mitigation measures;
- understand and comply with all institutional and federal requirements for oversight of DURC;
- work with the IBC to ensure that all laboratory personnel (*i.e.* those under the supervision of the laboratory leadership) have received education and training on DURC, including but not limited to training on the implementation of the approved risk mitigation plan;
- conduct DURC in accordance with the provisions of a risk mitigation plan approved by the IBC; and
- communicate the results of DURC in a manner that complies with the approved risk mitigation plan.

No PI may conduct life sciences research that the IBC has determined to be DURC, except in accordance with a risk mitigation plan approved by the IBC and the appropriate federal agency.

B-2 a. DURC Agents and Toxins:

1. Avian influenza virus (highly pathogenic)
2. *Bacillus anthracis*
3. Botulinum neurotoxin (in any quantity)
4. *Burkholderia mallei*
5. *Burkholderia pseudomallei*
6. Ebola virus
7. Foot-and-mouth disease virus
8. *Francisella tularensis*
9. Marburg virus
10. Reconstructed 1918 Influenza virus
11. Rinderpest virus
12. Toxin-producing strains of *Clostridium botulinum*
13. Variola major virus
14. Variola minor virus
15. *Yersinia pestis*

B-2 b. DURC Categories of Experiment:

1. Enhances the harmful consequences of the agent or toxin
2. Disrupts the immunity or the effectiveness of an immunization against the agent or toxin without clinical and/or agricultural justification
3. Confers to the agent or toxin resistance to clinically and/or agriculturally useful prophylactic or therapeutic interventions against that agent or toxin or facilitates their ability to evade detection methodologies
4. Increases the stability, transmissibility, or the ability to disseminate the agent or toxin
5. Alters the host range or tropism of the agent or toxin
6. Enhances the susceptibility of a host population to the agent or toxin
7. Generates or reconstitutes an eradicated or extinct agent or toxin listed above.

C. Scope of Authority and Responsibility for Review, Approval, Reporting, and Monitoring of DURC.

C-1. IBC. The IBC shall serve as the University IRE and shall have primary responsibility for ensuring compliance with this policy and federal requirements for DURC. The IBC shall review proposed University research with biohazards, including its potential as DURC, in accordance with APM 35.11 and 45.20. All potential DURC, as initially identified by the PI, requires a DURC review by the IBC. The IBC must verify that at least one DURC agent or toxin will be used in a way that may produce at least one of the categories of experiment. If verified, the IBC shall perform a full risk assessment of the proposed research and make a final determination whether research meets the definition of DURC. The IBC will notify the PI and the Institutional Contact for Dual Use Research ("ICDUR"), in writing, of the results of a DURC review.

The IBC, through the ICDUR, shall then notify the appropriate federal funding agency within thirty (30) days of a completed DURC review. In the case of research not funded by a federal agency, such notice and any approval or subsequent notification shall be provided to the NIH. Initial notification by the IBC shall include:

- the grant or contract number related to the research (if the research is funded by the U.S. Government);
- the name(s) of PI(s);
- the name(s) of the agent(s) listed in B-2.a. being utilized in proposed research;
- a description of why the research is deemed to produce one or more of the experimental effects listed in B-2.b.; and,
- for research that is determined by the IBC to meet the definition of DURC:
 - the name of the investigator (if different from the PI) responsible for the performance of the DURC; and
 - a description of the IBC's basis for its determination.

Within ninety (90) days of a confirmed DURC determination, the IBC shall provide to the appropriate federal agency a draft risk mitigation plan for review and approval. The plan will be developed jointly by the ICDUR, IBC, PI, and federal agency and should include consideration of the anticipated benefits as well as risk of the research.

Upon approval of the risk mitigation plan by the federal agency, the IBC shall approve the plan on behalf of the University and provide notice of the approved plan to the PI. The IBC shall ensure institutional implementation and ongoing compliance with the approved risk mitigation plan.

The IBC shall review, at least annually, all active risk mitigation plans.

The University PI shall be responsible for timely notification to the IBC of any changes to the research. The IBC shall notify the appropriate federal agency of any change in the status of a DURC project at the University within thirty (30) calendar days. Changes to an approved risk mitigation plan must be approved by the federal agency prior to approval by the IBC and implementation at the University.

C-2. The Vice President for Research and Economic Development, who serves as the ICDUR, shall have ultimate institutional responsibility for ensuring that all regulatory and programmatic requirements for the conduct of DURC at the University are met.

D. Contact Information. For further information regarding implementation of this policy, contact the [Office of Research Assurances](#), the Institutional Biosafety Committee, or visit the [IBC website](#).

A. General. The University of Idaho is committed to creating, maintaining, and promoting a safe and healthful environment for all students, employees, and visitors. A critical component of the university's environmental health and safety commitment is ensuring personnel are aware of, and know how to properly respond to, all hazards of their workplaces including chemical hazards, using practices such as those described in this Hazard Communication (HazCom) Program.

B. Scope. In order to comply with state regulations and protect employees, this policy statement concerning the Hazard Communication Program has been established for the University of Idaho. All campuses, colleges, schools, and administrative offices are incorporated within this program. This policy statement applies to all university employees at all university locations including the Moscow main campus and any branch campuses, Research and Extension Centers, all other university-owned property, university-leased space, and temporary field locations and field trips that are under the control of university operations and staff.

B-1. Exceptions. This policy statement does not apply to:

- Any chemical waste, including hazardous waste (see APM 35.40);
- Biological hazards (see APM 35.11);
- Ionizing or nonionizing radiation (see APM 35.81);
- Any consumer product that is used for its intended purpose, and the use results in a duration and frequency of exposure which is not greater than the range of exposures that could reasonably be experienced by consumers;
- Labeling of any pesticide as defined in the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).

C. University of Idaho Compliance Responsibility. Unit administrators are responsible for the health and safety performance in their respective units (see APM 35.33). This responsibility can neither be transferred nor delegated.

C-1. Environmental Health and Safety. Environmental Health and Safety (EHS) is responsible for developing university-wide hazard communication policies and programs. Program requirements are described in the HazCom Program Guidance Manual on the EHS Web site. EHS maintains the necessary documentation and provides technical assistance to units in establishing procedures and conducting activities to comply with the HazCom Program.

C-2. Unit Administrators. All units must follow the compliance procedures in this policy and the supporting HazCom Program Guidance Manual on the EHS website. Units may document in writing their own methods for meeting the requirements of the HazCom Program but the methods must be approved by EHS. Responsible individuals through first-level supervisors in all units are responsible for implementing the required activities within their units, as described in the compliance guide. Critical components of the program include:

- Identifying and listing hazardous chemicals in use by employees;

- Preparing a written program;
- Ensuring chemical containers are labeled;
- Ensuring employees have access to SDSs;
- Informing and training employees; and
- Maintaining documentation.

C-3. Employee Responsibility. Employees are required to:

- Follow established policies and procedures regarding safe chemical handling;
- Participate in applicable training programs;
- Read and apply SDS information;
- Notify a supervisor if no SDS is available for a hazardous chemical or if an unlabeled chemical container is discovered.

C-4. Contracting with Non-University of Idaho Employers for Onsite Work. All University of Idaho units purchasing work or services from non-university employers must advise the employers (such as contractors performing work on university work sites) of any ongoing University of Idaho operations which cannot be stopped or remediated, and include a description of the hazardous chemicals to which the contractor's employees may be exposed.

Non-university employers (contractors) shall be informed that they must provide a description of any hazardous chemicals brought into the workplace to which University of Idaho employees may be exposed. Contact EHS or email safety@uidaho.edu if there are any questions about the potential risks that could be associated with these hazards.

D. Compliance Requirements. Procedures for complying with the university's Hazard Communication Program are described on the [EHS website](#). This policy statement and the related procedures comply with requirements in Idaho Division of Building Safety General Safety & Health Standards, Hazard Communication 301 and Laboratories and Chemical Storage Safety Rules 111 requirements in chemical laboratory areas. Federal OSHA requirements are incorporated where it is helpful for clarification.

E. Additional Information. Questions regarding the Hazard Communication Program should be directed to EHS at (208) 885-6524 or by sending email to safety@uidaho.edu. Various manuals, brochures, and other documents in support of the Hazard Communication Program are available on the [EHS website](#).

FS-16-014a
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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

Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	Natural Resources and Society		
Dept/Unit Approval Date:	August 24, 2015	Vote Record:	9:0
College Approval Date:	September 4, 2015	Vote Record:	7:0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Patrick Wilson	pwilson@uidaho.edu	

Program Component Request

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

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

Create New:	Modify:	<input checked="" type="checkbox"/>	Discontinue:	<input type="checkbox"/>	
Graduate Level:	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:
Option:					
Emphasis:					
Minor:	Conservation Social Sciences				
Academic Certificate less than 30 credits:					
Teaching Endorsement (Major/Minor):					
Overview of Program Component: <i>Provide a brief narrative description</i>	This is a request for a name change for an existing minor, Conservation Social Sciences that was created for students outside the department.				

<p>Program Component Curriculum: <i>Required courses</i></p>	<p>Conservation Social Sciences Minor Note: This minor may not be earned by students in an existing degree program in the Department of Conservation Social Sciences. One of the following (3-4 cr): CSS 235 or For 235 Society and Natural Resources (3 cr) CSS 287 Foundations of Conservation Leadership and Management (3 cr)</p> <p>One of the following (3-4 cr): CSS 304 Conservation Social Sciences Field Studies (3 cr) CSS 310 Social Research Methods in Conservation (4 cr)</p> <p>One of the following (3 cr): CSS 364 Politics of the Environment (3 cr) CSS 462 Natural Resource Policy (3 cr)</p> <p>Electives from the following (9 cr) CSS 383 Natural Resource and Ecosystem Service Economics (3 cr) CSS 385 Conservation Management and Planning I (4 cr) CSS 387 Environmental Communication Skills (3 cr) CSS 475 Conservation Management and Planning II (4 cr) CSS 481 Conservation Leadership (3 cr) CSS 489 Personalities and Philosophies in Conservation (3 cr)</p> <p>Courses to total 18 credits for this minor</p> <p><u>Natural Resource Conservation Minor</u> <u>Note: This minor may not be earned by students in an existing degree program in the Department of Natural Resources and Society.</u></p> <p><u>One of the following (3 cr):</u> <u>CSS 235 or For 235 Society and Natural Resources (3 cr)</u> <u>CSS 287 Foundations of Conservation Leadership and Management (3 cr)</u></p> <p><u>One of the following (3 cr):</u> <u>CSS 364 Politics of the Environment (3 cr)</u> <u>CSS 462 Natural Resource Policy (3 cr)</u></p> <p><u>Electives from the following (12 cr)</u> <u>CSS 383 Natural Resource and Ecosystem Service Economics (3 cr)</u> <u>CSS 385 Conservation Management and Planning I (4 cr)</u> <u>CSS 387 Environmental Communication Skills (3 cr)</u> <u>CSS 475 Conservation Management and Planning II (4 cr)</u> <u>CSS 486 Public Involvement in Natural Resource Management (3 cr)</u></p> <p><u>Courses to total 18 credits for this minor</u></p>
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Name or Degree Change Only Requests

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

Current Name:	Conservation Social Sciences
New Name:	Natural Resource Conservation
Current Degree:	

New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	No financial impact. No new classes are proposed, only a name change and content.	

Rationale and Assessment Information

This section must be completed

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

This is a request for a name change for an existing minor: Conservation Social Sciences that was created for students outside the department. It was created when the department, and the degree, were titled "Conservation Social Sciences".

We desire to bring the minor inline with the change of the degree to Natural Resource Conservation, and the department to Natural Resources and Society.

The change in the content adapts to changes in the course offerings and better meets employer and stakeholder needs thus making our students more employable. Simplifies the structure of the minor from four bins to three.

Distance Education Availability

This section must be completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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

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

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

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

Geographical Area Availability

This section must be completed

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

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

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

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

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	October 27 (processed): MDS		
Date Received by UCC Secretary:	10/27/2015		
UCC Item Number:	16-019		
UCC Approval Date:	11/02/2015	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:	281		
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-014b
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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

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

Submission Information

This section must be completed

College:	College of Natural Resources		
Department/Unit:	Forest, Rangeland, and Fire Sciences		
Dept/Unit Approval Date:	September 14, 2015	Vote Record:	15
College Approval Date:	September 18, 2015	Vote Record:	7
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Alistair Smith	alistair@uidaho.edu	

Program Component Request

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

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

Create New:		Modify:		Discontinue:	<input checked="" type="checkbox"/>	
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement:
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:	Fire Ecology and Management Certificate					
Teaching Endorsement (Major/Minor):						
Overview of Program Component: <i>Provide a brief narrative description</i>	<p style="color: red; margin: 0;">Fire Ecology Course Group (3 cr):</p> <p style="color: red; margin: 0;">For 326 Fire Ecology and Management (3 cr)</p> <p style="color: red; margin: 0;">For 426 Global Fire Ecology and Management (3 cr)</p> <p style="color: red; margin: 0;">For 526 Fire Ecology (3 cr)</p> <p style="color: red; margin: 0;">Ecology Course Group (2-4 cr):</p> <p style="color: red; margin: 0;">For 330 Forest Soil and Canopy Processes (4 cr)</p> <p style="color: red; margin: 0;">For 531 Invasion Biology (3 cr)</p>					

<u>REM 429</u>	Landscape Ecology (3-cr)
<u>REM 440</u>	Wildland Restoration Ecology (3-cr)
<u>REM 459</u>	Rangeland Ecology (2-cr)
<u>REM 460</u>	Integrating GIS and Field Studies in Rangelands (2-cr)
Fuels and Fuels Management Course Group (2-3-cr):	
<u>For 427</u>	Prescribed Burning Lab (3-cr)
<u>For 433</u>	Fire and Fuel Modeling (2-cr)
<u>For 450</u>	Fire Behavior (2-cr)
<u>FOR 451</u>	Fuels Inventory and Management (3-cr)
Applied Tools and Analysis Course Group (3-cr):	
<u>For 375</u>	Introduction to Spatial Analysis for Natural Resource Management (3-cr)
<u>For 435 or For 535</u>	Remote Sensing of Fire (3-cr)
<u>For 472 or REM 472</u>	Remote Sensing of the Environment (4-cr)
<u>For 570</u>	Advanced Remote Sensing Measurement Methods (3-cr)
<u>For 572</u>	Spatial and Biophysical Modeling (3-cr)
<u>Geog 475</u>	Intermediate GIS (3-cr)
<u>REM 407</u>	GIS Application in Fire Ecology and Management (2-cr)
Management, Planning and Policy Course Group (2-4-cr):	
<u>CSS 490</u>	Wilderness and Protected Area Management (3-cr)
<u>CSS 573</u>	Planning & Decision Making for Watershed Management (3-cr)
<u>For 424</u>	Forest Dynamics and Management (4-cr)
<u>For 430</u>	Forest Operations (3-cr)
<u>For 454</u>	Air Quality, Pollution, and Smoke (3-cr)
<u>For 462</u>	Watershed Science and Management (3-cr)
<u>For 484</u>	Forest Policy and Administration (2-cr)
<u>For 529</u>	Forest Ecosystem Analysis (3-cr)
<u>For 585</u>	Natural Resources Policy Analysis (2-cr)
<u>REM 456</u>	Integrated Rangeland Management (3-cr)
<u>WLF 492</u>	Wildlife Management (4-cr)

Electives to total 15 for the certificate

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

Name or Degree Change Only Requests

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

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	We do not anticipate any financial impact following the drop of the FEM Certificate.		

Rationale and Assessment Information

This section must be completed

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

Following a program and curricular review by an employer's summit and other stakeholder meetings, the faculty decided to remove the undergraduate certificate in Fire Ecology, Management, and Technology because (1) an 18 cr minor in Fire Ecology and Management exists and (2) a graduate certificate of the same name already exists.

These changes will not change faculty workload.

Distance Education Availability

This section must be completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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

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

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

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

Geographical Area Availability

This section must be completed

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

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

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

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

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	10/27/15 (Processed) MDS		
Date Received by UCC Secretary:	10/27/2015		
UCC Item Number:	16-019		
UCC Approval Date:	11/02/2015	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:	281		
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

October 22, 2015

Administration Building 112
875 Perimeter Drive MS 3154
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Phone: 208-885-6426
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www.uidaho.edu/class

John Wienczek
Provost and Executive Vice President
University of Idaho
Moscow, Idaho 83844-3152

Approved
to move through
process 10/26/15
MDS

Dear Provost Wienczek:

The purpose of this letter is to request permission to conduct an administrative reorganization of several units in the College of Letters, Arts & Social Sciences at the University of Idaho. We also request that this reorganization take effect summer 2016.

The request affects five units at the University of Idaho in the College of Letters, Arts & Social Sciences: The Martin School, the Department of Political Science, the Department of Philosophy, the Department Modern Languages and Cultures, and the International Studies Program. Presently, the Martin School is composed of three units: Political Science, Philosophy, and International Studies. In order to develop new academic synergies, increase administrative efficiency, and position the university and college's programs for a new generation of students, we propose the renaming of the school to Martin School of Global Studies. This renamed school will house the programs that focus on international education and languages. The Martin School of Global studies will therefore house the Department of Modern Languages and Cultures and the International Studies Program. The remaining departments (i.e., the Department of Political Science and the Department of Philosophy) will be merged into a single administrative unit: the Department of Politics and Philosophy. Both the Martin School of Global Studies and the Department of Politics and Philosophy will be academic units within the College of Letters, Arts, & Social Sciences. The merger will allow the university to address economy of scale issues by placing two complementary disciplines in the same administrative unit. This administrative reorganization will not require additional resources from the State of Idaho or the University of Idaho.

So, in summary:

1. We are proposing to rename the Martin School to the Martin School of Global Studies;
2. We are moving the Department of Modern Languages and Cultures into the new Martin School of Global Studies;
3. We are taking the Department of Philosophy and the Department of Political Science out of the Martin School;
4. We are leaving International Studies within the Martin School.
5. Outside of the Martin School, we will have a Department of Politics and Philosophy that is merged between those two disciplines.

This reorganization will not affect any degree programs at the University of Idaho. The Department of Politics and Philosophy will continue to offer the BA/BS, MA, and PhD in political science, the Master of Public Administration (MPA), and the BA/BS in philosophy. The Department of Modern Languages and Cultures will continue their BA programs in French, Latin-American Studies, Modern Language Business, and Spanish. The International Studies program will continue its BA program in International Studies. All minors and certificate programs will also remain unaffected by the reorganization. Additionally, all of these units and programs will continue to undergo rigorous internal and external reviews per university regulations to ensure academic quality and organizational effectiveness. Once again, it is our intention that increased administrative efficiencies and better degree marketing and positioning will lead to better service and more students in our programs.

All faculty members in the Department of Political Science, the Department of Philosophy, the Department of Modern Languages and Cultures, and the International Studies program are committed to the delivery of public service and research. In public service, faculty members in these units actively engage citizens, groups, organizations, governments, and businesses in Idaho, nationally, and internationally. These activities range from contract research and the direct provision of services to public workshops and presentations. All members of these faculties are engaged in research, some funded with significant external grants.

The university's mission includes the development of the state through excellent teaching, research, and outreach. The vision of the University of Idaho is to be among the leaders of land-grant institutions in the 21st century. Within this context, and especially given Representative Morrill's call for a liberal education for the industrial classes, the study of politics, philosophy, languages, and cultures, all on a local to international scale, provide the foundational knowledge for citizenship, engagement, and community development. Each of the departments and programs affected by this reorganization provides direct support to the University of Idaho's mission and priorities. The study of politics and philosophy provides the foundation for the humanities and social sciences and the knowledge generated by them is fundamental to almost every field and discipline at the university. Students that study languages and cultures become more competitive in fields such as education, mass media, law, medicine, international business, natural resources, agriculture, and politics. The programs in language and culture serve the University of Idaho's signature area on human communities and the strategic plan in community and culture. Finally, the International Studies program combines core training in global themes with specific training in particular issue emphases (international relations, global resources and development, global economics and business) and particular regional emphases plus advanced training in a second language. It directly addresses the University of Idaho's State Board of Education mandate to promote global understanding.

Thank you for your time and consideration.



Sincerely,
Andrew E. Kersten, Dean

Idaho State Board of Education
 Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	August 14, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	General Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	General Studies		
Degree:	B.G.S.		
Method of Delivery:	Distance Delivery/ In Person		
CIP code (consult IR /Registrar)	24.0102		
Proposed Starting Date:	Summer 2016		
Indicate if the program is:	<input checked="" type="checkbox"/>	Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input type="checkbox"/> New Program/major | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Discontinuance of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input checked="" type="checkbox"/> Other : Adding delivery modality. |
| <input type="checkbox"/> Consolidation of an Existing Program | |

_____ College Dean (Institution)	_____ Date	_____ Vice President for Research (as applicable)	_____ Date
_____ Graduate Dean (as applicable)		_____ State Administrator, SDPTE (as applicable)	_____ Date
_____ Chief Fiscal Officer (Institution)	_____ Date	_____ Academic Affairs Program Manager	_____ Date
_____ Chief Academic Officer (Institution)	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/OSBE Approval	_____ Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

We currently have in place a popular and active Bachelor's degree in General Studies (BGS) and we are hoping to move this program so that it may also be offered via distance delivery to a broader population of both in-state and out-of-state students who are place bound.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The General Studies program as it exists can be offered via distance delivery and reach a broader portion of the Idaho population by allowing students to remain in their communities while attaining a four-year degree via distance delivery. The program as offered on the Moscow campus serves students who are seeking a broad liberal arts education and want to develop skills that will best fit their long term career goals, but that may not fit directly into any given major. Today's workforce is often called upon to have a flexible and wide ranging set of skills and the General Studies degree offers student the opportunity to tailor their coursework to meet the demands of employers. The program would be available both as an on-campus program, but this proposal seeks to extend the program to students across the state and indeed around the world.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

As a distance delivered program, the quality of distance delivered courses offered in the college are equivalent in content and rigor to those offered on the Moscow Campus in face-to-face classrooms. The curriculum also relies on courses from across the University to meet General Education requirements and the resources provided by the office of Distance and Extended Education at the University of Idaho will be leveraged to ensure courses meet University and National standards for quality.

In addition, the General Studies program annually goes through a rigorous assessment process gathering survey and focus group data to ascertain the quality of the program and the program's ability to meet University learning outcomes. This same assessment would be used by engaging our distance students with technology-based opportunities to provide feedback about their experiences in the courses and the program.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

The courses that are needed for this program already exist and many are already being distance delivered. There would be no need for new curriculum development, however, there would be routine updates to distance delivered courses to ensure that the quality of the curriculum remains intact as courses are distance delivered.

5. Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required	45
Credit hours in institutional general education or core curriculum:	43
Credit hours in required electives:	32
Total credit hours required for degree program:	120

6. 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. This question is not applicable to requests for discontinuance.

As part of the University of Idaho General Education requirements, all students are required to complete a Senior Experience. General Studies students take a course (INTR 401) which focuses squarely on launching one's career and development as a professional. This is a 3 credit course and is offered in addition to the optional opportunities to participate in Internships in their own communities. The only course that has not to date been offered via distance delivery has already been prepared for distance delivery and will be scheduled as soon as there is a need for the distance delivered INTR 401: Career and Leadership Development (Senior Experience).

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

At present, no other institution in Idaho offers a fully distance-delivered bachelor's degree in General Studies with the same array of possible online courses as the University of Idaho.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BGS	Targeted toward on-campus transfer students.	
CSI	AA	Liberal Arts	
CWI	--	---	
EITC	--	--	
ISU	AA, BAGS	General Studies (not online)	

LCSC	BA/BS	General Studies: Business General Studies: Education General Studies: Humanities General Studies: Natural Sciences and Mathematics General Studies: Social Sciences (none are fully online at the 4 year level)	Business, Education, Humanities, Natural Sciences and Mathematics, Social Sciences
NIC	AA	General Studies Targeted toward on-campus students who hope to transfer.	
UI			

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Data for enrollment projects include data provided by EMSI, which tracks the number of degree completions in a variety of disciplines. Examination of General Studies Programs across 61 regional institutions indicates significant increase in enrollment in this degree program. These trends indicate that in the state and region approximately 765 such degrees in General Studies were awarded in 2013 and that there has been over 100% increase in degree completions in General Studies programs in the last 10 years. The University of Idaho in 2013 had 104 students complete the four-year degree (comparatively Boise State University had 58 and Idaho State University had 50).

Two year schools in the region also had significant completions of this degree (N=5875 in 2013). For example, North Idaho College had 395 students complete a two year degree in general studies. The offering of a distance option to complete a four-year degree would give students with the Associate's level degrees an opportunity to transfer in their Associate's Degree coursework and complete a Bachelor's level degree. The General Studies degree at the University of Idaho provides students with significant flexibility for completing their degree and tailoring it to their particular interest areas and needs that can help them prepare for the workforce by taking courses that help them build the wide array of skills employers are seeking. Offering the program via distance delivery would further extend the access to this degree to citizens across the state and region who may also be employed or otherwise unable to attend college by relocating or commuting to a brick and mortar campus.

If the distance program enrolled 2% of the students with two year degrees in General Studies from the 2013 regional cohort that would be an additional 117 students we could serve each year. It is anticipated the offering of a distance program would likely draw a much larger percentage over time as students became aware of this opportunity. We believe we could draw not only from the region, but potentially also serve out of state students who might also find a distance delivered degree to be an attractive option, given the wide array of courses that would be available via distance delivery.

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

We anticipate enrollment in the distance delivered BGS degree to grow steadily over the next several years as awareness about the program grows. An initial cohort of 10 students with 4 full-time and 6 part-time. Then in the second year a very conservative estimate would be 20 new students entering the program in the second year with 14 full-time first-time first-year students and transfer students and an additional 6 part-time students. We would then anticipate an additional 20 new students each academic year split roughly at 14 full-time students and 6 part-time students.

We anticipate that in year 3 we would have full-time transfer students begin to graduate at expected rates. In year 4, we would see higher numbers of graduates as the four-year full-time students complete the 120 required credits.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	199	188	214	64	64	58	
ISU—AA	36	45	68	70	63	25	
ISU—BAGS	119	133	144	41	49	24	
LCSC—GS Business	32	26	26	15	10	5	
LCSC—GS Education	9	11	9	4	2	0	
LCSC—GS Humanities	8	11	6	5	0	1	
LCSC—GS Sci. & Math	14	14	5	4	1	3	
LCSC—GS Social Sci.	8	12	9	5	6	2	
UI—BGS	336	398	431	73	93	104	
CSI							
CWI							
EITC							
NIC-AA	124	157	175	25	30	48	

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No, we expect students who have always been drawn to General Studies to continue to select the major. We also believe this may help the graduation rate overall. As students stop out of other programs and return to their communities outside of Moscow, we can encourage them to continue and finish their degrees by offering a distance program that would use their previously completed coursework and then allow them to complete any needed additional credits of coursework via distance delivery to complete the BGS.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected 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. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional)	1034	1085	1139
State	10366	10884	11428
Nation	84590	88819	93260

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

Estimates are based on data from the Idaho Department of Labor (https://idahoworks.gov/ada/skillmatch/jobseeker_sm/jbs_searchresults_dsp.cfm?searchForm=true) and the web site US Bureau of Labor Statistics (<http://www.bls.gov/oco/>). Job categories were based upon the US Department of Labor’s categories that relate to job positions that usually require a Bachelor degree. The positions are: administrative assistant, manager, and sales.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Providing more distance delivered options for adult learners across the state and region is sure to stimulate the economy as industry leaders find Idaho to have a well-educated population of college graduates. According to the Idaho Department Labor Report on the growth of occupational opportunities by 2022, it is expected that 30% of growth will be to fulfill Office and Administrative Support, and Sales and Related Occupations, and service industry jobs. A four-year degree is particularly valuable in office and administrative support positions within organizations, particularly as organizations grow and require additional leadership from their employees. Sales and related occupations also benefit from a four-year degree, as the college educated employees offer their organizations a broad array of skills and competencies that are vital to the continued prosperity of Idaho business and industry.

Healthcare practitioners are also predicted to grow by 25 percent and to be the second fastest growth industry in Idaho. The BGS degree is designed to allow adult learners to tailor their

curriculum to meet the needs of organizations involved in a wide range of health-related services. Students in BGS can choose from a list of courses that includes Practical Gerontology, Abnormal Psychology, Non-Profit Organization, Personnel Management and Training. In addition, to these courses (and many others) students will also have available a number of minors that are currently distance delivered to complement their degree (e.g., Communication Studies, Psychology, etc.).

- c. Is the program primarily intended to meet needs other than employment needs? If so, please provide a brief rationale.

The program is intended to meet Idaho employment needs as identified in numerous state campaigns. For example, the Go On Idaho initiative is largely focused on having a higher proportion of Idaho Citizens obtain four-year degrees. The distance delivery option expands education opportunities for Idaho Citizens across the state, the region, and indeed the world. The ability of this degree program to be tailored also serves adult learners who are already employed, but seeking higher education that is flexible and allows them to build skills their employers need to grow their organizations.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.**

Yes, the proposal is to extend an existing degree program to include a distance delivered program as well. The current coursework is already available via distance delivery, but this approval would allow the program to be offered more broadly and as distance enrollments grow there will be more regularly offered distance delivered coursework from which students might choose.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. This question is not applicable to requests for discontinuance.**

The request to offer the General Studies program via distance delivery fits both the mission and vision of the State Board of Education by making a four-year degree to place-bound students who can access all necessary coursework via distance delivery. Distance delivered courses may also appeal to adult learners and employed learners who often have time constraints that make attending a synchronous face-to-face course prohibitive. This program would certainly increase student access and make efficient use of resources as the courses and faculty to deliver the program are already in place.

- 14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.**

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1. Teaching and Learning: Objective A. Build adaptable, integrative curricula and pedagogies.	The BGS program is adaptable and well integrated into the learner's current educational needs. Expanding the program to offer it via distance delivery also increases the ability of the program to adapt to place bound adult learners and employees across the state seeking a four-year degree.
Goal 3: Outreach and Engagement: Objective B. Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.	The BGS distance program offering will allow students and faculty across the state to build collaborative partnerships with employers and stakeholders. Students often engage in internships in their current communities as part of their curriculum, providing both an opportunity for the student, faculty, and community to benefit from a meaningful collaboration.

<p>Goal 4: Community and Culture: Object A. Be a community committed to access and inclusion.</p>	<p>Providing statewide distance education allows the University of Idaho to meet its mission to serve the state's citizens in their own communities. Given the majority of communities in the state have sufficient infrastructure to support distance delivered access to coursework, offering this program via distance delivered technology allows students from a range of economic and demographic backgrounds to easily access a college education. Historically, a college education in the state of Idaho required students to relocate to a population center and a brick and mortar institution. The flexibility of the BGS distance program meets the needs of Idaho citizens who desire a higher education but also need an academic program that will allow them to tailor the delivery to their schedules and locations and courses to their interests and employment opportunities.</p>
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15. Is the proposed program in your institution's 5-year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes No

If not on your institution's 5-year plan, provide a justification for adding the program.

This is not a request for a new program. It is the addition of modality for delivery.

16. Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Current students who may be considering stopping-out of college, in order to return home to help with family farms and businesses may be encouraged to shift to a distance delivered program in order to stay in school and finish their education. A larger body of prospective students is that group of people who are place bound either in rural areas and may lack resources to relocate to a 4-year institution. Students would be recruited via the University-wide recruitment strategies as well as College-level marketing of a distance delivered four-year degree from an accredited institution. We also believe the flexibility of the curriculum to allow for foci and emphases that best serve student needs would appeal to students from other states and indeed learners around the world who desire the flexibility of a distance delivered program at a reasonable price from an accredited and reputable institution (i.e., University of Idaho).

17. Program Resource Requirements. Using the Excel spreadsheet provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 budget explanations below. 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Kristi Overfelt, Director of Student Services, Staff	\$53,414	.25	190 cr hr/ year 570 cr hr for 3 yr	38*
Alexandra Schaar, Academic Advising Specialist, Staff	\$36,816	.25		
Academic Recruiter/Adviser, Distance Focus, Staff	\$45,000	.50		

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

The distance delivered program will grow enrollment with the current resources and revenue distribution from the program. There is no expectation that additional resources beyond the advising and recruiting personnel would be needed. We currently have staff in place who can deliver the advising and recruiting needed, and their work will be shifted to focus on distance students as the program grows. In the first year, we will expect approximately .25 effort from an adviser/recruiter position, with additional time needed from other advisers and staff to deliver the senior experience seminar and direct the internship credits. By year three, we will have 1.5 FTE across three positions working in the distance program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Traci Craig, Associate Dean, Faculty	\$122,512	2%	\$2,450

The program is directed by the Associate Dean in the college currently and the distance program will minimally increase the needed work here, but oversight to maintain ongoing assessment of program outcomes will require some additional time and effort.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenditures will need to include \$4,000 per year to have recruiters and advisers travel for professional development opportunities, recruiting and advising distance students. An additional \$5,000 expense is anticipated to create and deliver a successful marketing campaign for the program to appeal to a wide range of students across the region.

c. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

Distance students have librarians available to serve in the distance environment. Increases in the distance enrollment numbers would also require additional support be provided to the library. Library costs are estimated at \$600 per course for 15 courses needed in the major for a total expenditure of \$9,000.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

The costs indicated above would be used to serve our distance students.

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

The library currently provides full access to online journals, e-books, and other resources online to students via the internet.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

There are no additional equipment or instrument required to provide the current offerings online.

d. Revenue Sources

- (1) 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?

There is no expectation of a reallocation of previously appropriate funds.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular \$35.00 per credit online course fee.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

There is no expectation that there will be support from other sources.

- (3) 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.

We do not expect a request to be required.

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

There is no grant anticipated for support of this program.

- (5) Provide estimated fees for any proposed professional or self-support program.

This program is an extension of an existing program to distance delivery; there are no professional fees associated with this program.

APPENDIX A

Bachelor of General Studies Curriculum

The curriculum leading to the degree of Bachelor of General Studies is designed to provide maximum flexibility for undergraduates while planning their program of studies. Since the only specific subject requirements are the general university requirements, students can plan their programs to the best advantage of their particular educational objectives. This means that students must bear the major responsibility for their choice of courses. Those who plan wisely have the opportunity to obtain an excellent education. The key admonition is: plan your program carefully.

The major thrust of the B.G.S. degree program is nonspecialized education. Although a student could take his or her work in a limited number of departments, the intent of this program is to permit great latitude in the choice of subjects so that students may satisfy their particular objectives. No student may become a candidate for the B.G.S. degree who has already earned a baccalaureate degree or who is a candidate for another degree offered by the university.

Major. No major other than "general studies" will be certified on the student's diploma or official transcript. Students who wish to have a designated major should pursue a departmental baccalaureate degree (B.A., B.S., etc).

Minor. Students graduating with a Bachelor of General Studies may satisfy requirements for one or more minors. In these cases their transcript will reflect these minors.

Degree Requirements. In addition to the general university requirements for the baccalaureate degree (see [regulation J-3](#)), sufficient electives must be taken to total 120 credits. A minimum of 45 credits must be earned in courses numbered 300 and above. Not more than 36 credits in any one discipline may be counted in the 120 credits.

Suggestions to Students. Students are advised not to make a firm decision with respect to the B.G.S. degree before the end of the freshman year. During the freshman year, and probably during the sophomore year, students should consider following one of the curricula leading to a departmental baccalaureate degree, deviating from the departmental requirements only where it appears educationally advisable to do so.

It is very important that the student working toward the B.G.S. "look ahead" to see in which departments he or she wishes to accumulate the required 45 credits in upper-division courses (those numbered 300 and above). Many upper-division courses have prerequisites that must be completed during the early semesters of the student's undergraduate career. If planning is delayed, it may be that some courses will be "unavailable" because the student has not taken the prerequisites.

APPENDIX A (continued)

Sample Curriculum for a student interested in working in a position requiring a 4 year degree.

	Summer	Fall	Spring
2015-2016	ENGL 102: College Writing and Rhetoric CORS 227: Integ Sci: The Ocean: Human Interaction and Earth systems	ENGL 313: Business Writing GEOG 100: Physical Geography (S) PHIL 103: Ethics(H) AMST 301: Studies in American Culture (H) ISEM 101: Various	ORGS 210: Intro Organizational Sciences HIST 101: History of Civilization (SS) STAT 251: Statistical Methods (Math) PSY 101: Introduction to Psychology (SS) SOC 101: Introduction to Sociology (AD)
2016-2017	COMM 335: Intercultural Communication (I)	HIST 415: Expanding America JAMM 339: Crime and the Media ORGS 155: Financial Literacy COMM 410: Conflict Management SPAN 101: Elementary Spanish	PSY 311: Abnormal Psychology SPAN 102: Elementary Spanish II FCS 346: Personal & Family Fin & Mgmt ISEM 301 (1) Various ORGS 220: Budgeting for Small Organizations
2017-2018	INTR 498: Internship Credit	SPAN 201: Intermediate Spanish CTE 410: Technology and Society CTE 416: Website Design and Development FCS 411: Global Nutrition JAMM 456: Nonprofit Fundraising	CTE 415: Microcomputer Applications PSY 416: Industrial/Organizational Psych. SPAN 202: Intermediate Spanish II BUS 321: Marketing ORGS 220: Budget for Small Organizations
2018-2019		PSY 325: Cognitive Psychology FCS 446: Financial Counseling BUS 324: Consumer Behavior SOC 325: Family Violence & Society	ORGS 435: Personnel INTR 401: Career and Leadership Development BUS 427: Services Marketing ORGS 407: Advanced Nonprofit Orgs

Sample Curriculum for a student interested in working with aging populations in the non-profit sector.

	Summer	Fall	Spring
2015-2016	ENGL 102: College Writing and Rhetoric CORS 227: Integ Sci: The Ocean: Human Interaction and Earth systems	ENGL 313: Business Writing GEOG 100: Physical Geography (S) MUSH 101: Survey of Music (H) SOC 101: Intro. Sociology (SS) ISEM 101	ORGS 210: Intro Organizational Sciences ENGL 175: Intro Literary Genres (H) STAT 251: Statistical Methods (Math) PSY 101: Introduction to Psychology (SS) SOC 230: Social Problems
2016-2017	COMM 335: Intercultural Communication (I)	PSY 305: Developmental Psychology ORGS 305: Nonprofit Organizations ORGS 155: Financial Literacy COMM 410: Conflict Management HIST 102: History of Civilization	PSY 311: Abnormal Psychology ORGS 312: Practical Gerontology FCS 346: Personal & Family Fin & Mgmt ISEM 301 (1) Various AMST 301: American Studies
2017-2018	INTR 498: Internship Credit	SOC 431: Prsnl & Soc Issues in Aging PSY 310: Personality Psychology PSY 456: Psychology of Emotion FCS 411: Global Nutrition JAMM 456: Nonprofit Fundraising	PSY 320: Social Psychology PSY 416: Industrial/Organizational Psych. PSY 390: Psychology of Learning BUS 321: Marketing FCS 346: Personal & Family Finance & Management
2018-2019		PSY 325: Cognitive Psychology PSY 330: Human Sexuality BUS 324: Consumer Behavior SOC 325: Family Violence & Society	ORGS 435: Personnel PSY 415: History of Psychology (Sr Exp) BUS 427: Services Marketing ORGS 407: Advanced Nonprofit Orgs

Sample Curriculum for a student interested in working in an organization or in business.

	Summer	Fall	Spring
2015-2016	ENGL 102: College Writing and Rhetoric CORS 227: Integ Sci: The Ocean: Human Interaction and Earth systems	ENGL 313: Business Writing GEOG 100: Physical Geography (S) MUSH 101: Survey of Music (H) SOC 101: Intro. Sociology (SS) ISEM 101	ORGS 210: Intro Organizational Sciences ENGL 175: Intro Literary Genres (H) STAT 251: Statistical Methods (Math) PSY 101: Introduction to Psychology (SS) SOC 230: Social Problems
2016-2017	ACCT 201: Intro to Financial Accounting ACCT 202: Intro to Managerial Accounting	ORGS 155: Financial Literacy ORGS 305: Nonprofit Organizations COMM 410: Conflict Management HIST 102: History of Civilization	PSY 320: Social Psychology FCS 346: Personal & Family Fin & Mgmt ISEM 301 (1) Various AMST 301: American Studies
2017-2018	ACCT 305: Accounting Information systems ACCT 315: Interm. Financial Accounting	PSY 310: Personality Psychology COMM 335: Intercultural Comm. (I) FCS 411: Global Nutrition JAMM 456: Nonprofit Fundraising	PSY 416: Industrial/Organizational Psych. PSY 390: Psychology of Learning BUS 321: Marketing ORGS 220: Budget for Small Organizations
2018-2019	BLAW 265: Legal Environment of Business ACCT 492: Auditing and Controls	PSY 325: Cognitive Psychology ORGS 450: Training & Perf Support BUS 324: Consumer Behavior FCS 446: Financial Counseling & Debt Management	ORGS 435: Personnel INTR 401: Career and Leadership Development (Sr Exp) BUS 427: Services Marketing ORGS 407: Advanced Nonprofit Orgs

Appendix B

No survey was conducted to gather data for this proposal. EMSI data was provided as follows:

Program Overview

General Studies in 5 States

EMSI Q2 2015 Data Set

**Distance and Extended Education
University of Idaho**

July 24, 2015

Parameters

Programs

Code	Description
24.0102	General Studies

Regions

Code	Description
16	Idaho
30	Montana
41	Oregon
53	Washington
56	Wyoming

Completions Year

2013

Jobs Timeframe

2012 - 2013

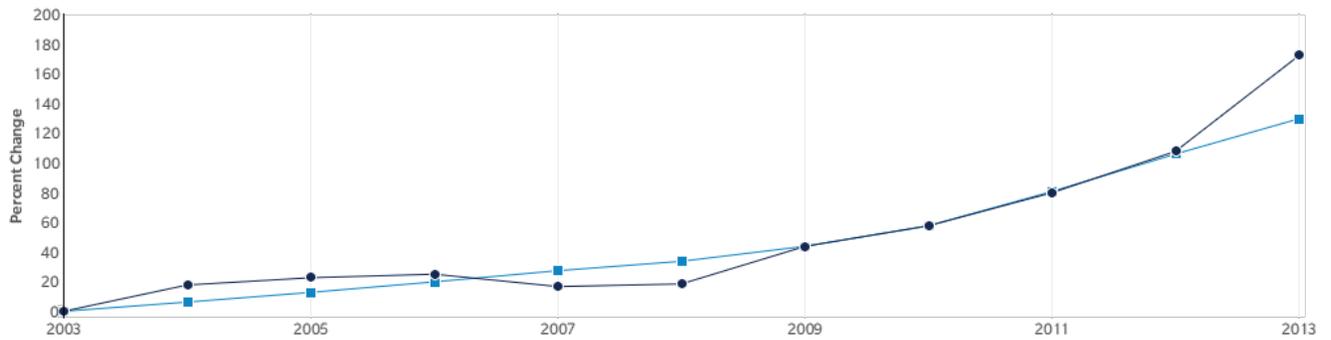
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2015.2 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Program Summary for General Studies

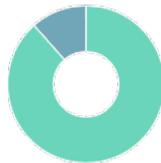
61	6,643	n/a
Regional Institutions	Regional Program Completions (2013)	Annual Openings (2013)0

Regional Trends



Region	2003 Completions	2013 Completions	% Change
● Region	2,441	6,643	172.1%
● Nation	41,344	94,921	129.6%

Regional Completions by Award Level



Award Level	Completions (2013)	Percent
● Award of at least 1 but less than 2 academic years	1	0.0%
● Associates degree	5,875	88.4%
● Bachelors degree	765	11.5%
● Postbaccalaureate certificate	2	0.0%
Award of less than 1 academic year	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%
Masters degree	0	0.0%
Post-masters certificate	0	0.0%

Award Level	Completion s (2013)	Percent
Doctors degree	0	0.0%

Regional Completions by Institution

Institution	Certificates (2013)	Degrees (2013)	Total Completion s (2013)
Boise State University	0	58	58
Idaho State University	0	50	50
University of Idaho	0	104	104
Lewis-Clark State College	0	13	13
North Idaho College	0	395	395
Northwest Nazarene University	0	15	15
Brigham Young University-Idaho	0	2,066	2,066
Montana State University-Billings-College of Technology	0	0	0
Blackfeet Community College	0	1	1
Dawson Community College	0	44	44
Chief Dull Knife College	0	20	20
Montana State University-Billings	0	22	22
Flathead Valley Community College	0	202	202
Fort Peck Community College	0	1	1
University of Great Falls	0	1	1
Helena College University of Montana	0	40	40
Little Big Horn College	0	0	0
Miles Community College	0	60	60
Montana Tech of the University of Montana	0	1	1
Montana State University	0	5	5
The University of Montana	0	100	100
Rocky Mountain College	0	0	0
Salish Kootenai College	0	2	2
Blue Mountain Community College	0	46	46
Chemeketa Community College	0	213	213
Clackamas Community College	0	207	207
Clatsop Community College	0	24	24
Lane Community College	0	150	150
Mt Hood Community College	0	187	187

Northwest Christian University	0	0	0
Oregon State University	2	0	2
Portland Community College	0	1,473	1,473
Portland State University	0	0	0
University of Portland	0	8	8
Rogue Community College	0	194	194
Southwestern Oregon Community College	0	17	17
Treasure Valley Community College	0	2	2
Umpqua Community College	0	23	23
Warner Pacific College	0	0	0
City University of Seattle	0	27	27
Northwest University	0	17	17
Seattle Pacific University	0	4	4
Washington State University	0	0	0
University of Washington-Seattle Campus	0	11	11
Western Washington University	0	122	122
Casper College	0	100	100
Central Wyoming College	1	81	82
Laramie County Community College	0	98	98
Northwest College	0	51	51
Sheridan College	0	135	135
Western Wyoming Community College	0	94	94
Stone Child College	0	0	0
University of Washington-Bothell Campus	0	1	1
University of Washington-Tacoma Campus	0	31	31
Northwest Indian College	0	0	0
Columbia Gorge Community College	0	59	59
Tillamook Bay Community College	0	26	26
Oregon Coast Community College	0	0	0
Klamath Community College	0	30	30
Heald College-Portland	0	9	9
University of Phoenix-Western Washington Campus	0	0	0

Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Industrial Relations; Alaska Department of Labor and Workforce Development; Arizona Department of Administration, Office of Employment and Population Statistics; Arkansas Department of Workforce Services; California Labor Market Information Department; Colorado Department of Labor and Employment; Connecticut did not provide us with a data source; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Department of Labor, Workforce Information and Analysis, Occupational Information Services Unit; Hawaii Department of Labor and Industrial Relations, Research and Statistics Office; Idaho Department of Labor; Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor, Labor Market Information Services, Kansas Wage Survey; Kentucky Office of Employment and Training; Louisiana Department of Labor; Maine did not provide us with a data source; Maryland Department of Labor, Licensing and Regulation, Office of Labor Market Analysis and Information; Massachusetts Executive Office of Labor and Workforce Development; Michigan Department of Labor and Economic Growth, Bureau of Labor Market Information and Strategic Initiatives; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Department of Economic Development; Montana Department of Labor and Industry, Research and Analysis Bureau; Nebraska Workforce Development; Nevada Department of Employment, Training and Rehabilitation, Information Development and Processing Division, Research and Analysis Bureau; New Hampshire Department of Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Labor, Bureau of Economic Research and Analysis; New York Department of Labor, Division of Research and Statistics; North Carolina Department of Commerce, Labor and Economic Analysis Division; North Dakota Job Service, Labor Market Information Center; Ohio Department of Job and Family Services, Labor Market Information Division; Oklahoma Employment Security Commission; Oregon Employment Department, Oregon Labor Market Information System; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island did not provide us with a data source; South Carolina Employment Security Commission, Labor Market Information Department; South Dakota Department of Labor, Labor Market Information Division; Tennessee Department of Labor and Workforce Development, Research and Statistics Division; Texas Workforce Commission; Utah Department of Workforce Services; Vermont did not provide us with a data source; Virginia Employment Commission, Economic Information Services; Washington State Employment Security Department, Labor Market and Economic Analysis Branch; West Virginia Bureau of Employment Programs, Research Information & Analysis Division; Wisconsin Department of Workforce Development, Bureau of Workforce Information; Wyoming Department of Employment, Research and Planning

APPENDIX C—Projected Job Openings

No survey was conducted. Estimates are based on data from the Idaho Department of Labor (https://idahoworks.gov/ada/skillmatch/jobseeker_sm/jbs_searchresults_dsp.cfm?searchForm=true) and the web site US Bureau of Labor Statistics (<http://www.bls.gov/oco/>). Job categories were based upon the US Department of Labor's categories that relate to job positions that usually require a Bachelor degree. The positions are: administrative assistant, manager, and sales.

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT											
	FY	2017		FY	2018		FY	2019		Cumulative Total	
	FTE	Headcount		FTE	Headcount		FTE	Headcount		FTE	Headcount
A. New enrollments	7	10		17	20		17	20		41	50
B. Shifting enrollments	0	0		0	0		0	0		0	0
II. REVENUE											
	FY	2017		FY	2018		FY	2019		Cumulative Total	
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time
1. Appropriated (Reallocation)										\$0.00	\$0.00
2. Appropriated (New)										\$0.00	\$0.00
3. Federal										\$0.00	\$0.00
4. Tuition	\$48,412.00			\$160,524.00			\$272,636.00			\$481,572.00	\$0.00
5. Student Fees	\$4,940.00			\$16,380.00			\$27,820.00			\$49,140.00	\$0.00
6. Other (Specify): Web Fees	\$6,720.00			\$23,940.00			\$41,160.00			\$71,820.00	\$0.00
Total Revenue	\$60,072.00	\$0.00		\$200,844.00	\$0.00		\$341,616.00	\$0.00		\$602,532.00	\$0.00
<p><i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i></p> <p><i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i></p>											

III. EXPENDITURES									
	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	0.27		1.02		1.52		2.81	0.00	
2. Faculty							\$0.00	\$0.00	
3. Administrators	\$2,450.00		\$2,450.00		\$2,450.00		\$7,350.00	\$0.00	
4. Adjunct Faculty							\$0.00	\$0.00	
5. Instructional Assistants	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00	
6. Research Personnel	\$0.00						\$0.00	\$0.00	
7. Support Personnel	\$11,250.00		\$45,058.00		\$67,615.00		\$123,923.00	\$0.00	
8. Fringe Benefits	\$5,184.00		\$18,437.00		\$27,279.00		\$50,900.00	\$0.00	
9. Other:							\$0.00	\$0.00	
Total FTE Personnel and Costs	\$18,884.00	\$0.00	\$65,945.00	\$0.00	\$97,344.00	\$0.00	\$182,173.00	\$0.00	

	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
B. Operating Expenditures									
1. Travel	\$4,000.00		\$4,000.00		\$4,000.00		\$12,000.00	\$0.00	
2. Professional Services							\$0.00	\$0.00	
3. Other Services							\$0.00	\$0.00	
4. Communications							\$0.00	\$0.00	
5. Utilities							\$0.00	\$0.00	
6. Materials and Supplies							\$0.00	\$0.00	
7. Rentals							\$0.00	\$0.00	
8. Repairs & Maintenance							\$0.00	\$0.00	
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00	
10. Misc: Marketing Expenses	\$5,000.00		\$5,000.00		\$5,000.00		\$15,000.00	\$0.00	
Total Operating Expenditures	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$27,000.00	\$0.00	

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$9,000.00		\$9,000.00		\$9,000.00		\$27,000.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$27,000.00	\$0.00
D. Capital Facilities Construction or Major Renovation	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
E. Indirect Costs (overhead)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES:	\$36,884.00	\$0.00	\$83,945.00	\$0.00	\$115,344.00	\$0.00	\$236,173.00	\$0.00
Net Income (Deficit)	\$23,188.00	\$0.00	\$116,899.00	\$0.00	\$226,272.00	\$0.00	\$366,359.00	\$0.00

Idaho State Board of Education
 Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	August 26, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	History

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	History		
Degree:	BA/BS		
Method of Delivery:	Distance Delivery		
CIP code (consult IR /Registrar)	54.0101		
Proposed Starting Date:	August 1, 2016		
Indicate if the program is:	<input checked="" type="checkbox"/>	Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input type="checkbox"/> New Program/major | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Discontinuance of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input checked="" type="checkbox"/> Other : Adding delivery modality. |
| <input type="checkbox"/> Consolidation of an Existing Program | |

_____ College Dean (Institution)	_____ Date	_____ Vice President for Research (as applicable)	_____ Date
_____ Graduate Dean (as applicable)		_____ State Administrator, SDPTE (as applicable)	_____ Date
_____ Chief Fiscal Officer (Institution)	_____ Date	_____ Academic Affairs Program Manager	_____ Date
_____ Chief Academic Officer (Institution)	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/OSBE Approval	_____ Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

We are requesting the SBOE allow us to offer our current BA and BS degree with a General Emphasis in History in a fully distance delivered setting. Through this means, we can deliver our rigorous program on the science and art of historical research to a broader constituency within the state of Idaho as well as the broader Pacific northwest region. We also anticipate that our program will have interest on the national and international stage.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The undergraduate program in History has developed a competitive and rigorous set of learning objectives for its students. We have structured the program so students can acquire the following knowledge and skills:

- (1) to explain the historical context that shapes human consciousness and action and to identify those factors which shape continuity and change in diverse human communities;
- (2) to recognize the rich diversity of human artifacts, to reflect upon how they illuminate the historical past, and to use them to make meaning of the human experience;
- (3) to understand historical evidence and interpretation, to evaluate their strengths and weaknesses, and to situate both in broader scholarly debate;
- (4) to formulate historical questions and engage in independent research and inquiry;
- (5) to demonstrate command of formal language and to be able to exchange ideas in a cogent, coherent, and respectful manner; and,
- (6) to apply historical knowledge to reflect more generally upon global human experience and complexity.

At the end of the degree program, students can engage in independent research, conduct in-depth individual or group research and manage large-scale data collection (using state-of-the-art information retrieval systems), and to communicate their research results effectively.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

We shall assess the distance History BA/BS degree as part of the regularly scheduled outside

program review (which has hitherto assessed the traditional or “live” program delivery). Accreditation is not a usual part of nationally or internationally recognized History programs. Our distance course offerings in the BA/BS are subject to the same learning outcomes and assessment tools as with our standard ‘traditional’ program (as it is currently delivered); however, we will be conducting separate sampling of ‘live’ and ‘distance delivered’ courses and comparing them in our yearly assessment to ensure continuous program development and improvement. This assessment process includes evaluation of writing artifacts from key benchmark classes (our sophomore and senior-level seminars), advising sessions, senior focus group meetings, the outgoing senior survey data, and the professional portfolio required of all history majors.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

No new courses will be added to the existing curriculum; the key elements of the General Emphasis in History program (including our key assessment benchmark classes) are already delivered by faculty in a distance delivered format. Our goal is simply to consolidate what we’re already delivering in the distance delivery environment and be able to focus upon recruiting greater number of students into the program through the distance delivered curriculum option. Again, the creation of a distance delivered General Emphasis History BA/BS is simply recognizing an ‘already existing’ reality on the ground. New coursework will only be created if assessment data suggests the need for concrete program improvement.

The history courses needed to complete the major have been prepared for distance delivery. The periodicity with which these courses would be offered via distance delivery will be responsive to the curricular needs of the students who matriculate through the distance program.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	39
Credit hours in institutional general education or core curriculum:	37
Credit hours in required electives:	54
Total credit hours required for degree program:	120

6. **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.** *This question is not applicable to requests for discontinuance.*

As part of the University of Idaho’s General Education requirements, History offers a ‘senior experience’ capstone class (HIST 495), which will be taught via distance delivery, at least once per annum, in order to meet student demand. The history courses needed to complete the major have been prepared for distance delivery. The periodicity with which these courses would be offered via distance delivery will be responsive to the curricular needs of the students who matriculate through the distance program.

7. **Identify similar programs offered within Idaho or in the region by other**

colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

At present, no other institution in Idaho offers a fully distance delivered bachelor’s degree in History. Our nearest neighbor, Washington State University, offers its History bachelor’s degree online. Nationally, the best-advertised bachelor’s degree in History remains Arizona State University online.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BA/BS		n/a
CSI			n/a
CWI			n/a
EITC			n/a
ISU	BA/BS		n/a
LCSC	BA/BS		n/a
NIC			n/a
UI	BA/BS		American History option; European History option; Asian History option; History of Science, Health, and Environment option

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

We anticipate a slow and steady advancement in distance History majors. Our current major count is approximately 110 students, and we seek to increase enrollment in our program gradually, averaging 4 percent growth per annum. We expect an equal demand for enrollment from full-time and part-time majors, and it is hoped that we can maintain degree flexibility in order to accommodate the demands of working and non-traditional students within the adult population. Inquiries from degree-seekers received in our department suggest stronger demand for History amongst students outside the ‘traditional’ student age bracket of 18–24, and the distance delivered History bachelor’s will potentially appeal to this underserved demographic. In addition, the wide variety distance delivered history courses will complement and serve other degree requirements for distance students across campus, providing students with a wide variety of courses that satisfy a number of ‘social science’ and ‘humanities’

requirements, and also provides a useful minor to those UofI students who are registered specifically in BS programs (and which often warrant declaring a minor as part of their degree requirements).

(Percentages have been rounded down.)

PART-TIME STUDENT PROJECTIONS	Year I		Year II		Year III	
	% increase	Total	% increase	Total	% increase	Total
108	4%	112	4%	116	4%	121

FULL-TIME STUDENT PROJECTIONS	Year I		Year II		Year III	
	% increase	Total	% increase	Total	% increase	Total
108	4%	112	4%	116	4%	121

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	255	203	239	55	77	97	
ISU	108	95	93	25	16	16	
LCSC	21	23	20	2	7	7	
UI	106	138	169	29	38	43	

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No. The distance delivered bachelor's degree in History will simply allow students interested in learning the art and science of history to complete their degree requirements — notwithstanding geographical location or time exigencies due to work, family responsibilities, and other factors. It is quite likely that the distance delivered degree in History will provide other degree majors (Sociology-criminology emphasis, Psychology, Organizational Science) with concrete ways to complete both University General Education and College requirements, as well as provide an attractive way to declare a minor in other degree programs (especially in BS programs).

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected 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. *This question is not applicable to requests for discontinuance.*

	Year 1 (2004 jobs)	Year 2 (2025 jobs)	Year 3
Local (Regional)	8,675	11,254	n/a
State	n/a	n/a	n/a
Nation	147,928	176,178	n/a

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

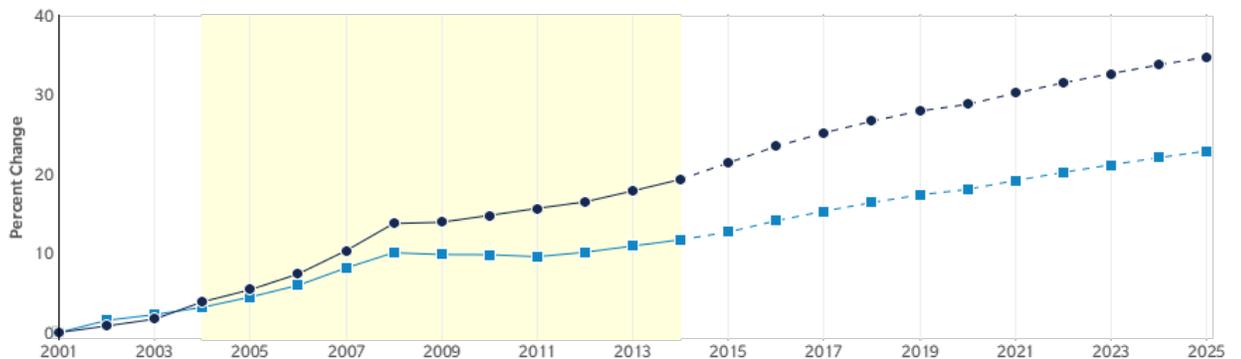
To calculate projected new and replacement positions, we have used a third-party database (EMSI Analyst), which includes data culled from the US Bureau of Labor Statistics and individual State Departments of Labor.

Using national findings of the National Historical Association (AHA) and informal surveys of UI graduates, we identified that the following occupations are frequently filled by History graduates:

- Historians, Archivists, Curators, Museum Technicians and Conservators, and Librarians. Occupational data obtained from Economic Modeling Specialist, Inc. (EMSI) were used to analyze employment opportunities for these occupations;
- Elementary and Secondary educators. Occupational data from EMSI was also utilized to review employment opportunities in these fields; however, the data is reported for the fields as a whole, not specific to the jobs a History major might fill. For these reasons, we've separated our data into two charts.

- a) Data from Idaho and the six states bordering the state were analyzed for jobs as Historians, Archivist, Curators, Museum Technicians and Conservators, and Librarians.

Job growth:



Region	2004 Jobs	2025 Jobs	Change	% Change
Region	8,675	11,254	2,579	29.7%
Nation	147,928	176,178	28,250	19.1%

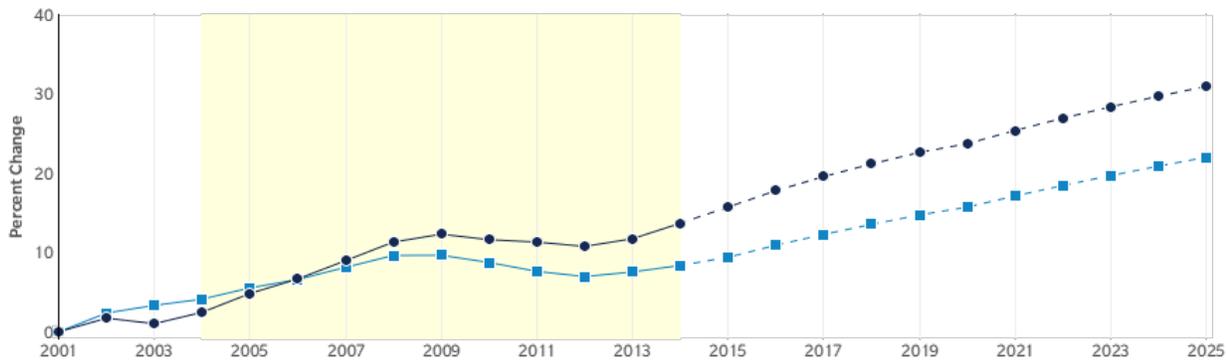
Job growth in these occupations has increased at a faster pace in the region than nationally. In 2014, these occupations showed a 14.9% increase in the region, compared to 8.3% nationally. By 2025, the ten year growth is estimated at 29.7% regionally and 19.1% nationally. This indicates that there will be increasing opportunities for graduates seeking employment in these occupations, both regionally and nationally.

Of those individuals employed in these occupations in the region in 2014, 42.6% are 55 or older, indicating that in addition to new positions in these fields, further opportunities for employment will be created by retirements in the next ten years. Nationally, 42.5% of current employees in these occupations are in this age range.

b) Elementary and Secondary Educators

The following data is for all elementary and secondary educators.

Job growth:



Region	2004 Jobs	2025 Jobs	Change	% Change
Region	105,973	135,434	29,461	27.8%
Nation	2,099,955	2,460,821	360,866	17.2%

Job growth in elementary and secondary teaching positions in the region, after starting at a slower pace than national rates in 2004, has increased at a faster pace than national growth since 2006. In 2014, these occupations showed an 11.0% increase in the region, compared to 4.1% nationally. By 2025, the growth rate is estimated at 27.8% regionally and 17.2% nationally. This indicates that there will be increasing opportunities for graduates seeking employment in these occupations, both regionally and nationally.

Of those individuals employed as elementary and secondary teachers in the region in 2014, 29.7% are 55 or older, indicating that in addition to new positions in these fields, there will be some opportunity for employment created by retirements in the next ten years. Nationally, 28.9% of current teachers are in this age range.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Degree-holders can apply specific disciplinary skills acquired in History to wide variety of different career paths and experiences, as seen in the wide choice of careers our majors have entered. The American Historical Association, the official professional body of the historical discipline, has tabulated career trajectories for students who hold a bachelor's degree in History. These career fields include:

Historians as Educators: Elementary Schools, Secondary Schools, Postsecondary Education, Historic Sites and Museums

Research Specialists: Museums and Historical Organizations, Cultural Resources Management and Historic Preservation, Think Tanks

Communications: Writers and Editors, Journalists, Documentary Editors, Producers of Multimedia Material

Information Managers: Archivists, Records Managers, Librarians, Information Managers

Historians as Advocates: Lawyers and Paralegals, Litigation Support, Legislative Staff Work, Foundations (both national and local),

Businesses and Associations: Corporations (external relations, marketing, information resource management, legal affairs, finance and control, administration, human resources, and operations); Contract Historians; Historians and Nonprofit Associations (administration, programs management, publishing, meeting organization, and web site management);

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale:

Beyond immediate employment with a bachelor's degree, History provides an excellent degree choice for students preparing to go into graduate and/or professional fields, including business/public administration, education, and the study of law. A number of our majors have gone on to graduate/professional school in the health fields, including general practice in medicine and nursing.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.**

The program will use the University's distance delivery technology services to deliver the curricular content. The University of University possesses the requisite technology — Blackboard — which will allow students to access course materials through internet connection.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. This question is not applicable to requests for discontinuance.**

The distance program aligns with the Idaho State Board of Education's Strategic Plan (CY 2015–19/FY 2016–2020)

- 1) Create a well-educated citizenry

An undergraduate degree in History provides citizens with an essential understanding of the human past, and it promotes greater community and civic awareness within the population. It is hard to imagine another discipline quite as suited to shaping a well-educated and engaged citizenry, as History provides students with essential knowledge of the working of today's politics, institutions, laws, culture, customs, beliefs, and manners. Quite simply, it is impossible to know where you are going unless you know where you have been. And the historical discipline provides citizens with the analytic and practical tools for them to understand the present through the lens of the past — thereby allowing them to prepare for the future.

- 2) Promote innovation and economic development

A bachelor's degree in History provides students with the educational formation that will enable them to enter and integrate themselves into the modern data-driven workforce. The key component of the distance delivered curriculum involves teaching students how to frame concrete research questions about the past (encompassing all long- and short-range elements of human experience); organizing a coherent research program and engaging in specialized

data collection, and then communicating the results of this research through a variety of fora, including analytic prose, formal oral presentations, and digital media. Further, History is also an excellent degree option for students planning to go into graduate or professional training beyond the traditional four-year BA/BS degree. Lastly, many of our majors have gone into post-graduate professional programs in law, business, medicine and the related health sciences.

3) Deliver an effective and efficient educational system

Through distance delivery, the University can provide a full bachelor's degree in History to any Idahoan citizen, irrespective of geographical location, personal mobility, or current occupational status. Moreover, all distance components for the distance delivered History BA/ are existing or are ready to be implemented. No new institutional costs will be incurred in the delivery of the program. For these reasons, program implementation will be highly effective and efficient.

14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Teaching and learning goal: enable student success in a rapidly changing world	The distance delivered bachelor's in History would help the University meet one of its core teaching and learning goals by building an adaptable, integrative curricula and pedagogies. History provides a broad training in the liberal arts with specific focus upon understanding human cultural and social developments. Students gain specific tools regarding data analysis, retrieval, and synthesis that would allow them to enter the workforce directly or it will allow them to continue further in graduate or professional study.
Scholarly and Creative Activity Goal: Promote Excellence in Scholarship and Creative Activity	History students learn the specific tools of engaging in active research into the human past, and learn to understand key elements of human consciousness and behavior as they evolve over time in culture and society.
Community and Culture Goal: Be a purpose, ethical, vibrant, and open community	Studying history provides students with key perspective on the human past and gives them a greater understanding and sensitivity to human culture in all its manifestations — both past and present. Cultural and historical awareness is vitally significant in today's rapidly changing world, in which the past events dominate interactions between peoples on the levels of politics, economics, and culture in dramatic and unpredictable ways.

15. Is the proposed program in your institution's 5-year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes No

If not on your institution's 5-year plan, provide a justification for adding the program.

16. **Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We have designed the distance History program to appeal primarily to Idahoan citizens. We will be working closely with state community colleges, developing 2 + 2 distance delivered programs, as well as high schools in order to advertise the degree more effectively.

17. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 budget explanations below. 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

The bachelor's degree in History, in essence, is now offered via distance delivery; all parts of our curriculum are being taught online or will be implemented presently as part of our desire to serve local student needs and interests. As a consequence, online instruction is part of the faculty's existing responsibilities. The online degree will not entail any new allocation of faculty resources or changing or faculty job descriptions and responsibilities

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

There are no anticipated new administrative costs associated with the distance delivered degree. Current distance courses are monitored and assessed by the unit administrator; we envision the present administrative structure will continue to accommodate and serve unit needs with regard to distance delivered instruction.

- b. Operating Expenditures** .Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

The distance degree program is, at present, being delivered in practice; all elements of our degree are now distance delivered or such delivery will be implemented in the 2016–17

academic year. There are no significant new operating expenditures anticipated in the delivery mechanism; we are planning a small yearly allocation (\$1,000.00) to help with materials and program advertising.

c. Capital Outlay

(1) Library resources

We anticipate allocating \$2000.00 per annum to the library in order to compensate “embedded librarians” for distance delivered degree programs in our College. This amount will be funded by revenue generated by distance delivered courses.

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The history collections at the University of Idaho are located in the central University of Idaho Campus Library (UI Library). University of Idaho librarians focus on building collections that directly correspond to the academic programs offered at this university. The librarian for the Department of History collects monographs and audiovisual works on American and world history, historiography, and other topics, guided by the curricular needs of the history department as well as the research interests of its faculty.

The Special Collections and Digital Collections departments at the UI Library also play a vital role in supporting history research. Digital Collections in particular is dedicated to making materials of historical interest available to all researchers regardless of location.

<http://www.lib.uidaho.edu/special-collections/>

<http://www.lib.uidaho.edu/digital/>

The University of Idaho Library personnel include 42 full-time staff members providing support for borrowing, interlibrary loan, electronic access and all other library services. There are 13 faculty librarian liaisons who at a minimum hold an American Library Association accredited degree in Library and Information Science. These librarians consult with students and faculty on research, teaching, publishing, open access and many other areas as well as overseeing collection development. The Department of History has a dedicated liaison librarian who provides specialized research support and instruction both in person and virtually. The University of Idaho Library supports many distance programs as well as supporting traditional students in an online environment, so the capacity to assist these new students is established.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

The library provides access to hundreds of electronic history serials through aggregators, JSTOR, and other interdisciplinary sources, the numbers for which are difficult to parse, but in terms of budgets dedicated to history the current numbers \$14,000 for monographs, \$14,327 for journals, and \$16,167 for databases. The dean of the library estimates that costs for supporting this new distance program, factoring in materials and librarian/staff time, would be approximately \$600 per semester-long course.

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Over the past several years increasing focus has been placed on purchasing electronic

versions of monographs, through providers like Project MUSE. Our current journal subscriptions are already predominantly online.

The UI Library is a member of the Orbis Cascade Alliance, a consortium of academic libraries in the northwest that includes the libraries at the University of Washington, Washington State University, Oregon State University and 33 other institutions. Books from any of these libraries can be borrowed, which vastly increases the number and type of materials available to UI students.

The primary discovery and delivery tool for the University of Idaho Library is the online catalog. Through the catalog students can view electronic resources such as ebooks and journal articles immediately and request that items not owned by the library be obtained by interlibrary loan.

Other materials, including media, can be mailed to distance students.

Assistance from a librarian with research, or simply with the logistics of actually obtaining a resource, is available by phone, email, instant messaging and text messaging. UI Library online resources can also be embedded in BBLearn, the course management software utilized at the University of Idaho.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

No new equipment/ instruments are being requested.

d. Revenue Sources

- (1) 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?

There will be no reallocation of existing state appropriation. Tuition revenue from new enrollments will provide program funding.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular \$35.00 per credit online course fee.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable. The program does not require other sources for funding.

- (3) 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.

We will not require a legislative budget request. Tuition revenue will fund the program.

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

Not applicable. The program requires neither grant funding nor special fees to support

it.

(5) Provide estimated fees for any proposed professional or self-support program.
None. The proposal is not for a professional or self-support program so we are requesting no program fees.

APPENDIX ONE

**HISTORY UNDERGRADUATE MAJOR (BA)
SAMPLE 4-Year Degree Planner**

YEAR ONE (Freshman)			
Fall Classes	Credits	Spring Classes	Credits
ENG 101 or 102	3	ENG 102 or COMM or ISEM	3
ISEM 101	3	Core Science w/ lab	4
Math	3	History lower-division	3
History lower-division	3	History lower-division	3
Elective	3	Elective or COMM	3
TOTAL CREDITS	15		16
YEAR TWO (Sophomore)			
Fall Classes	Credits	Spring Classes	Credits
Foreign Language	4	Foreign Language	4
Social Science	3	History upper-division	3
HIST 290	3	History upper-division	3
Core science (w/o lab section)	3	Humanities	3
Humanities	3	Social science	3
TOTAL CREDITS	16		16
YEAR THREE (Junior)			
Fall Classes	Credits	Spring Classes	Credits
Foreign Language	4	Foreign Language	4
History upper-division	3	History upper-division	3
History upper-division	3	History upper-division	3
Social science	3	Related fields/add. College Humanities	3
ISEM 301	1	Related fields/add. College Social Sciences	3
	14		16

YEAR FOUR (Senior)			
Fall Classes	Credits	Spring Classes	Credits
History upper-division	3	HIST 495 (senior seminar)	3
History upper-division	3	Related fields	3
Related fields/add. College Humanities	3	Related fields	3
Related fields	3	Related fields	3
Elective	3	Elective	3
TOTAL CREDITS	15		15

APPENDIX TWO

HISTORY UNDERGRADUATE MAJOR (BS)

SAMPLE 4-Year Degree Planner

(*) Please note: the essential difference between a BA and a BS in History constitutes the foreign language requirement. Students who wish to go on to graduate and/or professional school are strongly urged to take the BA option.

YEAR ONE (Freshman)			
Fall Classes	Credits	Spring Classes	Credits
ENG 101 or 102	3	ENG 102 or COMM or ISEM	3
ISEM 101	3	Core Science w/ lab	4
Math	3	History lower-division	3
History lower-division	3	History lower-division	3
Elective	3	Elective or COMM	3
TOTAL CREDITS	15		16
YEAR TWO (Sophomore)			
Fall Classes	Credits	Spring Classes	Credits
Foreign Language OR additional American Diversity/International Course	4	Foreign Language OR additional American Diversity/International Course	4
Social Science	3	History upper-division	3
HIST 290	3	History upper-division	3
Core science (w/o lab section)	3	Humanities	3
Humanities	3	Social science	3
TOTAL CREDITS	16		16

YEAR THREE (Junior)			
Fall Classes	Credits	Spring Classes	Credits
Foreign Language OR additional American Diversity/International Course	4	Foreign Language OR additional American Diversity/International Course	4
History upper-division	3	History upper-division	3
History upper-division	3	History upper-division	3
Social science	3	Minor (and/or related fields)	3
ISEM 301	1	Minor (and/or related fields)	3
(*) Humanities (college requirement) (if foreign language classes are not taken)	(*)3		
	14 17 (if extra credits are needed for language req.)		16

YEAR FOUR (Senior)			
Fall Classes	Credits	Spring Classes	Credits
History upper-division	3	HIST 495 (senior seminar)	3
History upper-division	3	Minor (and/or related fields)	3
Minor (and/or related fields)	3	Minor (and/or related fields)	3
Minor (and/or related fields)	3	Minor (and/or related fields)	3
Humanities (college requirement)	3	Social science (college requirement)	3
TOTAL CREDITS	15		15

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		5	8	10	16	15	26	29.8	50
B. Shifting enrollments		0	0	0	0	0	0	0	0

II. REVENUE									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)								\$0.00	\$0.00
2. Appropriated (New)								\$0.00	\$0.00
3. Federal								\$0.00	\$0.00
4. Tuition		\$40,768.00		\$81,536.00		\$132,496.00		\$254,800.00	\$0.00
5. Student Fees		\$4,160.00		\$8,320.00		\$13,520.00		\$26,000.00	\$0.00
6. Other (Specify)		\$5,040.00		\$10,080.00		\$16,380.00		\$31,500.00	\$0.00
	Total Revenue	\$49,968.00	\$0.00	\$99,936.00	\$0.00	\$162,396.00	\$0.00	\$312,300.00	\$0.00
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									

III. EXPENDITURES									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE								0.00	0.00
2. Faculty								\$0.00	\$0.00
3. Administrators								\$0.00	\$0.00
4. Adjunct Faculty								\$0.00	\$0.00
5. Instructional Assistants								\$0.00	\$0.00
6. Research Personnel								\$0.00	\$0.00
7. Support Personnel								\$0.00	\$0.00
8. Fringe Benefits								\$0.00	\$0.00
9. Other:								\$0.00	\$0.00
Total FTE Personnel									
and Costs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel								\$0.00	\$0.00
2. Professional Services								\$0.00	\$0.00
3. Other Services								\$0.00	\$0.00
4. Communications								\$0.00	\$0.00
5. Utilities								\$0.00	\$0.00
6. Materials and Supplies		\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00	\$0.00
7. Rentals								\$0.00	\$0.00
8. Repairs & Maintenance								\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale								\$0.00	\$0.00
10. Miscellaneous								\$0.00	\$0.00
Total Operating Expenditures		\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$3,000.00	\$0.00

		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay									
1. Library Resources		\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
2. Equipment								\$0.00	\$0.00
Total Capital Outlay		\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$6,000.00	\$0.00
D. Capital Facilities Construction or Major Renovation									
E. Indirect Costs (overhead)									
TOTAL EXPENDITURES:		\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$9,000.00	\$0.00
Net Income (Deficit)		\$46,968.00	\$0.00	\$96,936.00	\$0.00	\$159,396.00	\$0.00	\$303,300.00	\$0.00

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	8/20/2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters ,Arts, & Social Sciences
Name of Department(s) or Area(s):	Organizational Sciences

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Organizational Sciences		
Degree:	B.S., B.A.		
Method of Delivery:	Distance Delivered		
CIP code (consult IR /Registrar)	09.0901		
Proposed Starting Date:	August, 2016		
Indicate if the program is:	x	Regional Responsibility	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate)
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> New Instructional/Research Unit
<input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Discontinuance of an Existing Program/Option
<input type="checkbox"/> Consolidation of an Existing Program
<input type="checkbox"/> Expansion of an Existing Program
<input checked="" type="checkbox"/> Other : Adding delivery modality. |
|---|--|

College Dean (Institution) Date	Vice President for Research (as applicable) Date
Graduate Dean (as applicable) Date	State Administrator, SDPTE Date (as applicable)
Chief Fiscal Officer (Institution) Date	Academic Affairs Program Manager Date
Chief Academic Officer (Institution) Date	Chief Academic Officer, OSBE Date
President Date	SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Bachelor of Science/Bachelor of Arts degree in Organizational Sciences (ORGS) is currently approved for delivery. It is a very successful program with growing enrollments. To maximize resources to serve the students who are not on a University of Idaho campus, many distance delivered sections of courses have been created. We find it is now possible for students to complete the major completely via distance delivery, and would like authorization to indicate that this is so. In our original NOI of 2007-8, we suggested that our program would be available to both N. Idaho and "distance" students. However, we were not explicit in asking for approval of complete distance delivery. With this proposal, we are seeking to rectify that. Our foci will remain N. Idaho and Moscow but we have course capacity to add additional students regardless of their location.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The single objective of the distance program is to deliver the major to students not on a University of Idaho campus to those seeking it. The overall objectives of the ORGS degree can be extracted from our original NOI of 2007:

The ORGS degree was designed to appeal to students interested in smaller organizations, or smaller units within larger organizations. It draws its vision from the Human Relations Movement. The Movement emphasized standard business tools, but went farther to draw from the behavioral and social sciences. Organizations of interest included, of course, private sector for-profit businesses. However, Movement leaders recognized that organizational relations problems affected all purpose-driven organizations, i.e., political organizations (e.g., legislative bodies, political parties, PACs), not-for-profit organizations (e.g., health care companies, charities, volunteer agencies), and public and private boards (e.g., boards of education, homeowners associations, church boards), to mention but a few. This breadth guaranteed that the Movement would be interdisciplinary, drawing on Business, Industrial/Organizational Psychology, Communication, Public Administration, Industrial Sociology, Educational Leadership and other disciplines.

The Movement was a response to what was becoming increasingly evident: Many problems in the workplace were the result of relationship failures. Examples of such failures included conflict between managers and employees, conflict between employees and other employees, conflict between groups within organizations, poor communication between organizations and the communities they serve, lack of proper coordination of efforts, lack of proper understanding of worker capabilities and training needs, lack of concern for both employee and manager professional development, and the inability of both managers and employees to understand that organizational success depends on leaders and workers keeping the natural tension between them from becoming destructive.

The Human Relations Movement grew and has now become mainstream. Elements of it can be found in any curriculum that focuses on organizations. It is not uncommon, for example, for business students to pursue relevant electives in organizational psychology and public administration, or for students in educational leadership to take courses in business and public administration.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The University plans to hold all distance programs to standards set by the accrediting body for distance programs as well as our regional institutional accrediting body and the SBOE. All distance delivered courses, not just current and future ORGS courses, will be assessed against standards set by QM (Quality Matters). Additionally, like all UI courses, delivered by all methods, distance delivered courses in ORGS will be reviewed semester by semester through the current student evaluation and departmental/college oversight mechanisms.

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

All courses for the ORGS program currently exist and are being offered. They serve our Organizational Science (ORGS) majors, as well as Business majors, Political Science majors, Psychology majors, and others (and some courses that serve the ORGS major are drawn from those disciplines). See Appendix A.

- 5. Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Because ORGS draws from its own course list as well as from other disciplines, and because there are courses listed with the ORGS prefix as well as the prefix of another discipline, this is not an easy item to address. Appendix A illustrates this.

Credit hours required in major:	39-51
Credit hours required in minor:	12-18*
Credit hours in institutional general education or core curriculum:	36**
Credit hours in required electives:	See note immed. above
Total credit hours required for completion:	120

**The major requires completion of a second Major (credits vary with the major), or a Minor (minimum of 18 credits), or an advisor-approved Emphasis (minimum of 18 credits), or an Academic Certificate (12 credits).*

***This assumes that distance students will follow the SBOE transfer core. This figure could vary slightly depending on how transfer credits are evaluated.*

- 6. 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.** *This question is not applicable to requests for discontinuance.*

ORGS 410, Capstone Practicum, is required of all ORGS majors. It can be taken for 1 – 6 credits as agreed to by the student, advisor, and practicum site.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities.

If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

We are not aware of any bachelor's degree programs in the state that are like ORGS. All schools in the state have individual courses that would be suitable for our ORGS program. ORGS cuts across disciplines, so this is to be expected. With respect to programs, these are the closest of which we are aware (none of which appear to be approved for distance delivery):

There is an Organizational Learning and Performance program at ISU, but this program seems to be focused on adult training programs, particularly in the professional-technical realm. In our original NOI, we noted that ISU was developing a related minor in Leadership. That program is now listed in the ISU catalog.

At BSU, Relational and Organizational Studies is one of four Emphases within the Communications bachelor's degree. The BSU College of Innovation and Design offers an Academic Certificate in Leadership and Human Relations.

LCSC offers a minor in Leadership.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	1. B.A.	Communications	Relational and Organizational Studies Emphasis
	2. Acad. Certif. (undrgrad)	Col. of Innovation & Design	Leadership and Human Relations
CSI			
CWI			
EITC			
ISU	Minor		Leadership
LCSC	Minor		Leadership
NIC			
UI	B.S., B.A.	Organizational Sciences **	Organizational Communication Organizations & Communities

Note: ISU, UI and BSU offer graduate programs that are related to the ORGS degree. However, the ORGS degree should be viewed as a feeder for those programs, not a competitor.

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

As currently constituted, the ORGS major is very successful, and current growth can be viewed as an indicator of future growth. The table that follows shows enrollment growth over the 6 years leading to 2015. The figures for 2015 are not final, but it looks like the trend is continuing. ORGS is likely to exceed 100 students.

Fall Semester Enrollment History

	Fa09	Fa10	Fa11	Fa12	Fa13	Fa14	Fa15 (projected)
Enrl	6	15	30	36	61	86	100-110
% Change		+150%	+100%	+17%	+69%	+41%	+16-28%

ORGS majors tend to be split fairly evenly between the Moscow and Coeur d'Alene campuses. Our original enrollment goals in 2007-8 were to have about 50-75 students in each location (100-150 total), and we should meet that mark soon. There is capacity in classes to add an additional 50-75 distance students (creating a new total of 150-225).

Growth in new programs is often dramatic, and we expect that the striking percentages above will not be sustained. The growth number we use in our estimates, below, is 15%.

9. Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

3-year estimate (To be conservative, we will use a growth rate of 15%, which is lower than our lowest growth rate over the last 6 years, i.e., 16%. Our projections include 15% growth for the current place-based program as well 15% for the proposed distance program.)

*Base enrollment, Yr 1: 100; 15 new on-campus students = 115; + 15 new distance students = 130
 Base enrollment, Yr 2: 130; 20 new on-campus students = 150; + 20 new distance students = 170
 Base enrollment, Yr 3: 170; 25 new on-campus students = 195; + 25 new distance students = 220
60 total distance by Yr 3*

Our brief experience with graduation rates for ORGS indicates that those rates are similar to the university's overall undergraduate 6-year completion rate of 65% (UI office of Institutional Research & Assessment). Using that as a multiplier, new distance graduates per year should be:

*Yr 1: 0
 Yr 2: 10 (.65 X 15)
 Yr 3: 23 (.65 X (15 + 20))
 Yr 4: 40 (.65 X (15 + 20 + 25))*

Graduation rates tend to be somewhat lower for distance programs. Often, the lower rates are a function of course availability and timing, and we address that in the next section.

Completion. Because all key courses are expected to be available every semester (and several in summer) students can move through the program as quickly as their personal resources (time, funding, energy) permit.

Full/Part-time. We expect that about 25% of new students will be part-timers because of work or family obligations. This reflects our experience in the program with current enrollments.

Completion rates are difficult to estimate for distance full-timers as well as part-timers. We can say that a major hurdle for completion, i.e., course timing and course availability, will not be a problem for this degree. Also, our nontraditional students, who resemble distance students have been completing the degree at about the same rate as traditional students, although it takes some of them up to a summer or full semester longer.

Timely completion and graduation are affected profoundly by advising, and the College of Letters, Arts, & Social Sciences is committed to providing readily available advising access and good customer service.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

This program is not expected to reduce enrollments elsewhere in the university. It has potential to increase enrollments.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. This question is not applicable to requests for discontinuance.

Using the chart below, indicate the total projected 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. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region	Rpl 128	Rpl 128	Rpl 128	Rpl 384
	Grw 120	Grw 120	Grw 120	Grw 360
State	Rpl 903	Rpl 903	Rpl 903	Rpl 2709
	Grw 1064	Grw 1064	Grw 1064	Grw 3192
Nation	Grw 43,700	Grw 43,700	Grw 43,700	Grw 131,100

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

ORGS is not an easy major to associate with a particular job classification. However, our experience with our first groups of majors indicates that they are either employed, or finding employment, in supervisory positions in nonprofit businesses, local service agencies, small for-profit businesses, and local government. The closest groupings we could find in the Idaho Department of Labor (IDOL) listings were General Operations Managers, Administrative Service Managers, Social/Community Service Managers, Managers (other), HR Specialist, Community Social Services, Healthcare Support, Supervisors of Personal Care and Service Workers, Supervisors of Personal Services.

The IDOL site provides annual growth and replacement projections over 2-year and a 10-year windows. There is nothing in that data to suggest that there will anything other than stable growth and replacement in the categories we've chosen. Thus, we simply used the annual growth for each year. The comparison Region is N. Idaho. Regional data is provided because the table calls for it, but we imagine ORGS distance delivered as a statewide program

US Bureau of Labor Statistics (BLS) were used to represent the national picture. IDOL and BLS differ on some classifications. For example, the BLS does not have categories for Community and Social Service Occupations, Healthcare Support, or Personal Care Supervisors. The federal data is thus conservative, for our purposes, in representing only the other seven categories. The BLS does not provide replacement numbers, but the IDOL statistics show that replacement figures in these categories are similar to growth figures.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

We expect that the degree will contribute to a better-trained workforce. Recent data from the Idaho Nonprofit Center (the statewide professional association) indicates that the nonprofit sector is the fastest growing sector of our economy. Statewide data also shows stable employment opportunities in local and state public sector jobs, and an increase in for-profit and nonprofit start-ups. We believe the degree might be particularly useful for non-business majors who have great ideas, drawn from their scientific/artistic interests or from their professional training, who want to start a business themselves, or join a start-up. We have much anecdotal evidence that the degree is assisting students already in the workforce with

advancement.

Not captured by IDOL and BLS statistics is Entrepreneurship. Our experience is that a goal of a number of ORGS students is to start their own nonprofit or for-profit business.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Not applicable.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Current delivery is a mix of distance delivered, traditional lecture, and distance delivered/lecture hybrids. To better serve our students, courses sufficient to allow students to finish the major as efficiently as they wanted were made available via distance delivery. Not every choice is available via distance delivery. Moscow students have a few more options to choose from because of the traditional lecture courses on the Moscow schedule. However, more than enough choices are available via distance delivery to allow timely completion of the degree. Some of our nontraditional students are not able to attend lecture classes, yet have finished the degree at the rate they had hoped for.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Goals that are relevant to this proposal include:

1. *A well-educated workforce – The primary purpose of this degree program is add to the skill sets of students in a way that improves their ability to support themselves in the workplace.*
2. *Critical thinking and innovation – The program focuses on courses that are methodologically rich, and that have elements of empiricism and assessment.*
3. *Effective and Efficient delivery – The courses are well-crafted, and are available for students via distance delivery. They are already offered within this and other majors, and have established successful track records.*

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Teaching & Learning (e.g., innovative and integrative coursework)	Courses in ORGS are creative, draw from multiple disciplines, and are practical.
Outreach and Engagement (engaging with communities)	An important underlying assumption is that the degree improves employment chances, and opportunities for advancement.
Community and Culture (openness and respect)	The basics of representing the state's population and providing opportunity are explicit in our workplace and personnel courses.

UI is a Land Grant university, and thus values practicality. This major is, if anything, practical.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No x

If not on your institution's Five-Year plan, provide a justification for adding the program.

We were spurred to action only recently by the obvious success and utility of the program, and the realization that students were already completing the degree via distance delivery. The key sample is, clearly, non-traditional students matriculating at the University of Idaho Coeur d'Alene campus. University of Idaho Moscow students are traditional, and we are delighted to serve them. However, the students, who are nontraditional, better represent the distance students we can attract and serve. Our success with students from Plummer-Worley to Canada has, essentially, provided us with proof of concept.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Our most likely recruiting targets for the distance delivered piece of ORGS will be

-students in the workforce, or returning to the workforce, who are place-bound because of employment or family circumstances.

-students in the workforce who have an associate's degree or a professional-technical credential, who are seeking supervisory positions within their own organization (whether nonprofit, public, or for-profit).

Our experiences suggest that demand is already in place. We plan to take advantage of the Moscow campus and the UI regional Centers. The UI Centers, in particular, have strong ties to industries and professional groups. They also serve to support new business incubation. Awareness is the fundamental issue. Practical training often sells itself—the key is to make sure that potential students are aware of the program.

17. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The spreadsheet is attached but, in summary, we see only modest additional costs specific to this program. An important consideration will be to add to our advising capacity. This proposal includes a half-time advisor. Another half-time advisor position is being proposed for our Psychology program, and we anticipate creating a full-time position out of these two halves. Growth will add administrative burden on the college, so portions of the salaries of the Director and Co-Director are budgeted.

Although, as noted previously, we also expect an increase in on-campus students, the budget reflects only the distance student increases.

Our experience is that most ORGS students seek, and can handle, full-time enrollment. Our spreadsheet entries reflect that experience. However, to account for potential part-time enrollments, we have assumed

that, perhaps, .25 of our students may be part-timers. To account for those students in the budget, we adjust the FTE by multiplying the headcount by .75. Using the adjusted FTE figure should reasonably account for both full- and part-time students.

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Advising Specialist	\$40,000	Yr. 1 - .50 Yr. 2 - .50 Yr. 3 - .50	Not applic. for this position	Not applic. for this position
Annette Folwell, Associate Professor; Co-Director	\$62,462	.25	720	60

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Richard Reardon, Associate Dean; Director	\$113,152	.05	\$5,657.60

The College of Letters, Arts, & Social Sciences has administrative support in place for distance programs, including clerical and support staff in Moscow and at the UI Centers in N. Idaho, Boise, Twin Falls, and Idaho Falls. The shared advising position and small offset of Director and Co-Director salaries are the new personnel costs. The Co-Director will teach courses as well as administer the program. For purposes of this proposal, we have included all of the budgeting issues for those efforts under "Faculty".

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

With the program foundation already in place, routine costs for courses are already borne by the college and home departments. Currently, there is enrollment capacity in many of the courses. Any additional

load on courses should be covered by web fees generated by the courses. Additional clerical expenses should be expected, as well as travel (to our Centers and from our Centers to more distant locations) and program promotion (marketing).

c. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Our experience indicates that library services are currently sufficient to support our programs. The UI Library does a very good job of making materials and expertise available to distance students. However, new students will inevitably put pressure on those services. That is accounted for in the budget.

Start-up equipment (computer and misc. office supplies) for the advisor position is budgeted. Other than that, ORGS has no equipment needs and puts no equipment demands on students. Students will have to have high speed internet access, but that is fairly standard these days. If a student has no equipment or fast connection at home, and is close to a UI Center, that Center can provide those services. Additionally, most community libraries provide high speed access.

d. Revenue Sources

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

The program will draw no funds from other programs and initiatives.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular \$35.00 per credit online course fee.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable.

- (3) 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.

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

Not applicable.

- (5) Provide estimated fees for any proposed professional or self-support program.

Not applicable.

Appendix A

Organizational Sciences (B.A./B.S.)

ORGANIZATIONAL SCIENCES (B.A. OR B.S.)

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

OrgS 220 Budgeting for Small Organizations (1 cr)

OrgS 221 Workplace Motivation (1 cr)

OrgS 222 Workplace Soft Skills (1 cr)

OrgS 410 Capstone Project in Organizational Sciences (1-6 cr)

OrgS 444 Methods and Analysis in Organizational Science (4 cr)

Complete one of the following courses (1-3 cr):

OrgS 110 Governance in Small Organizations (3 cr)

OrgS 210 Introduction to Organizational Sciences (1 cr)

Complete three of the following courses (9 cr):

Anth 100 Introduction to Anthropology (3 cr)

Bus 101 Introduction to Business Enterprises (3 cr)

Comm 111 Introduction to Communication Studies (3 cr)

JAMM 100 Media and Society (3 cr)

OrgS 155 Financial Literacy (3 cr)

PoIS 101 Introduction to Political Science and American Government (3 cr)

Psyc 101 Introduction to Psychology (3 cr)

Soc 101 Introduction to Sociology (3 cr)

Choose a specialization from one of the following areas:

Organizational Communication

Select 6 courses from Comm and 2 from other disciplines for this specialization. Student may not pursue both this specialization and a minor in Communication Studies (24 cr):

Comm 233 Interpersonal Communication (3 cr)

Comm 235 Organizational Communication (3 cr)

Comm 335 Intercultural Communication (3 cr)

Comm 347 Persuasion (3 cr)

Comm 400 Seminar (3 cr)

Comm 410 Conflict Management (3 cr)

- Comm 431** Applied Business and Professional Communication (3 cr)
- Comm 432** Gender and Communication (3 cr)
- Comm 433** Organizational Communication Theory, Research, and Application (3 cr)
- Comm 456** or Nonprofit Fundraising (3 cr)
JAMM 456
- Engl 207** Persuasive Writing (3 cr)
- JAMM 265** Principles of Advertising (3 cr)
- JAMM 440** Critical Issues in Mass Media (3 cr)
- JAMM 444** Mass Media and Public Opinion (3 cr)
- OrgS 305** Nonprofit Organizations (3 cr)
- OrgS 317** Explore Mentoring & Leadership (3 cr)
- OrgS 400** Seminar (1-3 cr)
- OrgS 407** Advanced Nonprofit Organizations (3 cr)
- OrgS 415** Planning Professional Conferences and Events (3 cr)
- Psyc 320** Introduction to Social Psychology (3 cr)
- Psyc 345** Group Dynamics (3 cr)
- Psyc 441** Human Relations in the Workplace (3 cr)

Organizations and Communities

Select 7 courses from the following (21 cr):

- Bus 311** Introduction to Management (3 cr)
- Bus 414** Entrepreneurship (3 cr)
- Comm 235** Organizational Communication (3 cr)
- Comm 335** Intercultural Communication (3 cr)
- Comm 347** Persuasion (3 cr)
- Comm 410** Conflict Management (3 cr)
- Comm 431** Applied Business and Professional Communication (3 cr)
- Comm 433** Organizational Communication Theory, Research, and Application (3 cr)
- Comm 456** or Nonprofit Fundraising (3 cr)
JAMM 456
- JAMM 252** Introduction to Public Relations (3 cr)
- OrgS 305** Nonprofit Organizations (3 cr)
- OrgS 400** Seminar (1-3 cr)
- OrgS 404** Special Topics (3 cr)*
- OrgS 407** Advanced Nonprofit Organizations (3 cr)

- OrgS 415** Planning Professional Conferences and Events (3 cr)
- OrgS 416** Planning Professional Conferences and Events
Laboratory (1 cr)
- OrgS 435** or Personnel (3 cr)
- Psyc 435**
- OrgS 450** or Training and Performance Support (3 cr)
- Psyc 450**
- PoIS 451** Public Administration (3 cr)
- Psyc 320** Introduction to Social Psychology (3 cr)
- Psyc 345** Group Dynamics (3 cr)
- Psyc 441** Human Relations in the Workplace (3 cr)
- Soc 301** or Introduction to Diversity and Stratification (3 cr)
- Anth 301**

*Note: a maximum of 3 credits of OrgS 404 may be used towards the completion of this major.

A second major, an academic minor, an academic certificate, or a CLASS approved emphasis*

Courses to total 120 credits for this degree

*Note: If a second major or an academic minor is used to satisfy this requirement, the area of emphasis or academic minor required for the CLASS general B.S. requirements is also considered satisfied.

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		11.25	15	15	20	18.75	25	45	60
B. Shifting enrollments		0	0	0	0	0	0	0	0

II. REVENUE									
	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Appropriated (Reallocation)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Appropriated (New)	\$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. Tuition	\$71,662.50	\$0.00	\$95,550.00	\$0.00	\$119,437.50	\$0.00	\$286,650.00	\$0.00	
5. Student Fees	\$7,312.50	\$0.00	\$9,750.00	\$0.00	\$12,187.50	\$0.00	\$29,250.00	\$0.00	
6. Other (Outreach fee)	\$9,450.00	\$0.00	\$12,600.00	\$0.00	\$15,750.00	\$0.00	\$37,800.00	\$0.00	
Total Revenue	\$88,425.00	\$0.00	\$117,900.00	\$0.00	\$147,375.00	\$0.00	\$353,700.00	\$0.00	

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

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

III. EXPENDITURES									
	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	0.8	0.00	0.8	0.00	0.8	0.00	0.50	0.00	
2. Faculty	\$15,615.00	\$0.00	\$15,615.00	\$0.00	\$15,615.00	\$0.00	\$46,845.00	\$0.00	
3. Administrators	\$5,658.00	\$0.00	\$5,658.00	\$0.00	\$5,658.00	\$0.00	\$16,974.00	\$0.00	
4. Adjunct Faculty	0	\$0.00	0	\$0.00	0	\$0.00	\$0.00	\$0.00	
5. Instructional Assistants	0	\$0.00	0	\$0.00	0	\$0.00	\$0.00	\$0.00	
6. Research Personnel	0	\$0.00	0	\$0.00	0	\$0.00	\$0.00	\$0.00	
7. Support Personnel	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$60,000.00	\$0.00	
8. Fringe Benefits	\$14,562.00	\$0.00	\$14,562.00	\$0.00	\$14,562.00	\$0.00	\$43,686.00	\$0.00	
9. Other:	0	\$0.00	0	\$0.00	0	\$0.00	\$0.00	\$0.00	
Total FTE Personnel and Costs	\$55,835.00	\$0.00	\$55,835.00	\$0.00	\$55,835.00	\$0.00	\$167,505.00	\$0.00	

	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
B. Operating Expenditures									
1. Travel	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$3,000.00	\$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	\$750.00	\$0.00	\$750.00	\$0.00	\$750.00	\$0.00	\$2,250.00	\$0.00	
5. Utilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6. Materials and Supplies	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$3,000.00	\$0.00	
7. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8. Repairs & Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Operating Expenditures	\$2,750.00	\$0.00	\$2,750.00	\$0.00	\$2,750.00	\$0.00	\$8,250.00	\$0.00	
C. Capital Outlay									
1. Library Resources	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$6,000.00	\$0.00	
2. Equipment	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
Total Capital Outlay	\$2,000.00	\$1,000.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$6,000.00	\$1,000.00	
D. Capital Facilities Construction or Major Renovation									
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
E. Indirect Costs (overhead)									
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL EXPENDITURES:	\$60,585.00	\$1,000.00	\$60,585.00	\$0.00	\$60,585.00	\$0.00	\$181,755.00	\$1,000.00	
Net Income (Deficit)	\$27,840.00	-\$1,000.00	\$57,315.00	\$0.00	\$86,790.00	\$0.00	\$171,945.00	-\$1,000.00	

Idaho State Board of Education

Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Department of Psychology and Communication Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Psychology		
Degree:	BS / BA		
Method of Delivery:	Distance Delivery		
CIP code (consult IR /Registrar)	42.0101		
Proposed Starting Date:	Fall 2016		
Indicate if the program is:	x	Regional Responsibility	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program/major
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> Contract Program/Collaborative
<input type="checkbox"/> Consolidation of an Existing Program | <input type="checkbox"/> Expansion of an Existing Program
<input type="checkbox"/> Discontinuance of an Existing Program
<input checked="" type="checkbox"/> Other : Adding delivery modality. |
|---|--|

College Dean (Institution) _____	Vice President for Research (as applicable) _____
Date _____	Date _____
Graduate Dean (as applicable) _____	State Administrator, SDPTE (as applicable) _____
Date _____	Date _____
Chief Fiscal Officer (Institution) _____	Academic Affairs Program Manager _____
Date _____	Date _____
Chief Academic Officer (Institution) _____	Chief Academic Officer, OSBE _____
Date _____	Date _____
President _____	SBOE/OSBE Approval _____
Date _____	Date _____

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Department of Psychology and Communication Studies currently offers a bachelor's degree in psychology. Many of our course offerings are available via distance delivery to meet the needs of students outside of Moscow. Our proposal is to expand the existing program to allow students at a distance to complete all the requirements to earn a bachelor's degree in psychology.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The primary objective is to allow students to complete a bachelor's degree in psychology from anywhere within the state of Idaho. Our proposal is consistent with the State Board of Education's Complete College Idaho Plan, which focuses on increasing the percentage of Idahoans ages 25-34 with a degree. Many of these Idahoans are working adults who need the flexibility that a distance delivered program offers.

The Department of Psychology and Communication Studies has identified six expected student learning outcomes.

1. Students should understand the broad underpinnings of thought and action, including a grasp of sensation, perception, and the functioning of the nervous system.
2. Students should understand the fundamentals of development, the roles of personality and situations in affecting cognition and behavior. In addition, they should know the important issues surrounding psychopathology, addiction, and therapeutic intervention.
3. Students should be able to move, intellectually and ethically, between theory/research and application of psychology to organizations/business, technology, health, forensics, interpersonal/group relations, and more.
4. Students should understand the common biological and social heritage they share with their fellow humans, and the individual differences (in age, culture, gender, abilities, ethnicity, etc.) that make each of us unique, interesting, and valuable. They should acknowledge human flaws and limitations, but also celebrate human capabilities and potential.
5. Students should be capable of evaluative thinking, and understand that conclusions should be supported with evidence. They should have the ability to be critical consumers of popular accounts related to psychological phenomena, to be skeptical of overly broad and unsupported claims about behavior and cognition.
6. Students should have an undergraduate mastery of descriptive and inferential statistics. They should be able to conduct research (at the level of the tools we have provided). They should be able to defend an intellectual position, and to integrate information from the diverse areas of the field into coherent arguments.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The department's bachelor's degree in psychology is assessed annually. Focus groups, standardized tests, and surveys of graduating seniors are utilized to determine how well the program is doing in relation to our learning outcomes for students. In addition, we conduct a survey of alumni (5 years after graduation) to track employment and educational outcomes.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

The curriculum for the distance delivered bachelor's degree in psychology will be the same curriculum for our on-campus bachelor's degree in psychology. At this time, there are no proposed changes in the curriculum. Future changes may occur to the curriculum based on our assessment results.

- 5. Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	41
Credit hours in institutional general education or core curriculum:	36
Credit hours in required electives:	43
Total credit hours required for degree program:	120

- 6. 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.** *This question is not applicable to requests for discontinuance.*

As part of the general education curriculum, students must complete a capstone course in their senior year. Most students majoring in psychology will complete this capstone course by completing Psychology 415: History and Systems of Psychology. This course serves as culmination of their degree and will help integrate the various courses and concepts learned in the major.

7. Identify similar programs offered within Idaho or in the region by other

colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

There are no other public universities or colleges in Idaho that offer a distance delivered bachelor’s degree in psychology. There are some for-profit universities (e.g., University of Phoenix) and some universities in neighboring states (e.g., Oregon State University, Washington State University) that offer a distance delivered bachelor’s degree in psychology.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BS		
CSI	AA		
CWI	AA		
EITC	n/a		
ISU	BS/BA, MS, PhD		Experimental Psychology & Clinical Psychology (MS & PhD)
LCSC	BS/BA		
NIC	AA		
UI	BS/BA, MS, PhD		Experimental Psychology (MS & PhD)

A comparison of our proposed program to programs in neighboring states indicates that the cost of our degree to students is typically lower than our regional competitors. We anticipate the greatest demand for our program (and other distance programs) will come from working adults, so the analysis below assumes that students would attend as part-time students and pay a per credit fee.

Institution	Per credit fee	Credits Required
University of Idaho	\$386*	120
Washington State University	\$570	120
Oregon State University	\$271	180
University of Phoenix	\$410 for lower-div; \$585 for upper-div	120

*includes the \$35 outreach fee

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

Our current major count is approximately 500 students. We anticipate that the enrollment growth among full-time students will be modest in the first year (2%) and increase slightly in the next two years as word of the program spreads. We expect enrollment growth to be greater for part-time

students, as the flexibility of the distance delivered program will be most appealing to working adults who do not have the time to enroll full-time.

Full-Time Student Projections

Current Major	Year 1		Year 2		Year 3	
	% increase	*Total	% increase	*Total	% increase	*Total
500	2	510	3	525	3	540

*Estimates were rounded down

Part-Time Student Projections

Current Major	Year 1		Year 2		Year 3	
	% increase	*Total	% increase	*Total	% increase	*Total
500	4	520	6	551	6	584

*Estimates were rounded down

Thus, we are projecting an increase of 10 full-time and 20 part-time students in the first year, followed by an increase of 15 full-time and 31 part-time students in the second year, and an increase of 15 full-time and 33 part-time students in the third year.

- 9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

None of the institutions calculate graduation rate by major, so this column was left blank.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	758	705	554	142	111	129	
ISU	260	234	238	55	53	56	
LCSC	107	120	118	21	25	14	
UI	524	546	588	156	150	186	
CSI							
CWI							
EITC							
NIC							

- 10. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No. The program is targeted at students that are currently unable to take classes at a local college or university.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected 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. *This question is not applicable to requests for discontinuance.*

Alumni surveys indicate that most psychology graduates who do not go on to graduate school enter the following seven occupations:

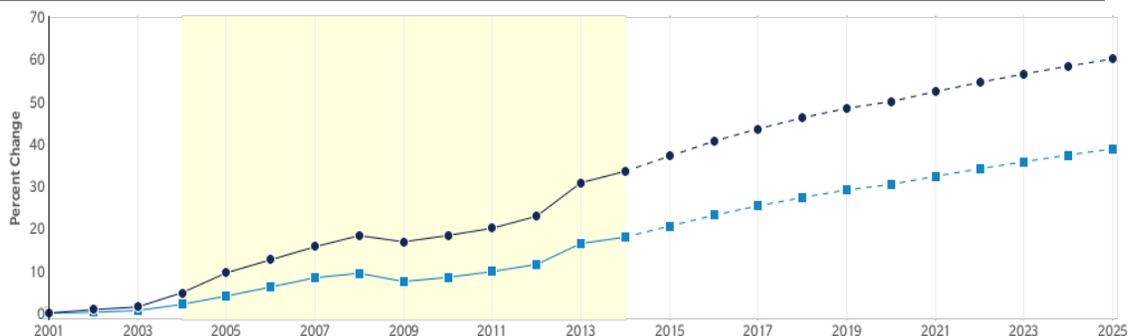
SOC	Description
11-3121	Human Resources Managers
11-9033	Education Administrators, Postsecondary
11-9151	Social and Community Service Managers
13-1071	Human Resources Specialists
21-1011	Substance Abuse and Behavioral Disorder Counselors
21-1023	Mental Health and Substance Abuse Social Workers
21-1093	Social and Human Service Assistants

According to Bureau of Labor Statistics and individual State Labor data, the rate of job growth in the targeted region (Idaho and the six contiguous states surrounding Idaho) for these occupations has exceeded national averages.

Occupation Summary for Psych undergrad occupations

98,681 Jobs (2015) 9% above National average	27.4% % Change (2004-2014) Nation: 15.6%	\$24.40/hr Median Hourly Earnings Nation: \$26.31/hr
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Regional Trends



	Region	2004 Jobs	2014 Jobs	Change	% Change
•	Region	75,453	96,109	20,656	27.4%
•	Nation	1,209,688	1,398,090	188,402	15.6%

PROJECTED NEW AND REPLACEMENT POSITIONS

	2016	2017	2018	3 year total
Local	NA for a distance program			
State	183	158	142	483
Selected Region (see above)	2,531	2,125	1,849	6,505
Nation	30,059	26,258	23,327	79,644

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

A third party data base (EMSI Analyst) which includes data from US Bureau of Labor Statistics and individual State Departments of Labor was utilized to populate these tables.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

A distance delivered bachelor's degree in psychology will provide opportunities for Idahoans to earn their degree from anywhere in the state. A highly-educated workforce is a key factor in economic development as it tends to result in higher wages (with corresponding increases in tax revenue and consumer spending) and attracts new businesses.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program is intended to provide increased access to higher education for Idahoans. A bachelor's degree should help people get high-paying jobs, but it also provides opportunities for personal growth and a well-educated citizenry.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

Yes, the program will be offered entirely distance delivered. The University of Idaho uses the Blackboard (Bb Learn) course management system for distance delivered courses. It is accessible to students with an internet connection.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas.** *This question is not applicable to requests for discontinuance.*

Our proposal is consistent with the three goals of the State Board of Education's strategic plan.

Goal 1. A well-educated citizenry

A distance delivered bachelor's degree in psychology would help meet the needs of Idahoans who cannot leave their jobs and families to attend a traditional, residential university. The addition of a distance delivered degree, at a price far cheaper than for-profit universities, provides opportunities for Idahoans to continue their education without disrupting their lives.

Goal 2. Innovation and economic development

Our distance delivered bachelor's degree in psychology would offer students an educational experience that prepares them for the workforce. The degree provides a broad training in the liberal arts with a focus on an understanding of human behavior. The broad training allows students to pursue a variety of careers in human services, management, healthcare, and education. The Bureau of Labor Statistics has documented the increased earnings and lower unemployment associated with increased educational attainment. In 2014, a worker with a bachelor's degree had median weekly earnings of \$1,101 compared to earnings of \$668 for a worker with a high school diploma. In addition, the unemployment rate in 2014 for workers with a bachelor's degree was 3.5% compared to 6.0% for workers with a high school diploma (see http://www.bls.gov/emp/ep_chart_001.htm).

Goal 3. Effective and efficient educational system

The distance delivered bachelor's degree in psychology allows for educational opportunities to be provided efficiently to students in all of Idaho. It does not require costly investments in new classroom buildings and dormitories. Our program also has articulation agreements with many 2-year schools to help students move from an associate's degree to a bachelor's degree.

- 14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

The University of Idaho's strategic plan emphasizes the following goals: (1) "Enable student success in a rapidly changing world", (2) "Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow", and (3) "Meet society's critical needs by engaging in mutually beneficial partnerships."

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Enable student success in a rapidly changing world.	Students would receive broad training in the liberal arts with an emphasis on understanding and predicting human behavior. Students would be able to enter the workforce directly or continue on for further study.
Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.	Our faculty and students are active researchers seeking to describe, explain, and predict human behavior and mental processes.
Meet society's critical needs by engaging in mutually beneficial partnerships.	Our faculty and students have been actively engaged in serving the community and establishing relationships with private and public organizations. Students are active in internships that serve their local communities and provide valuable job skills.

15. Is the proposed program in your institution's 5-year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No x

If not on your institution's 5-year plan, provide a justification for adding the program.

This is not a request for a new program. This is adding a modality for delivery.

16. Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Idahoans will be the target audience. We currently have 2 + 2 agreements with a number of community colleges. Additional marketing materials will be created to publicize the program throughout the state.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 budget explanations below. 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Year 1

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New clinical assistant professor	\$62,500	1.0	220	9
New clinical assistant professor	\$62,500	1.0	220	9

Year 2

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Clinical assistant professor	\$62,500	1.0	336	13
Clinical assistant professor	\$62,500	1.0	336	13

Year 3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Clinical assistant professor	\$62,500	1.0	398	16
New clinical assistant professor	\$62,500	1.0	398	16

We anticipate needing additional instructional assistants to help with the additional students. Additional funding of \$45,000 per year is requested to support graduate student teaching assistants.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Advisor	\$40,000	0.50	

A half-time advisor for distance students is necessary to help meet advising and recruiting needs. The position is proposed as half-time, but could be increased to full-time to meet the needs of other distance delivered programs or in response to growth in our distance enrollments.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

We are requesting an increase of \$2,000 per year to our operating budget to cover increased costs due to marketing of the distance program (e.g., promotional materials, mailing) and travel (e.g., recruitment and advising for distance students).

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The Psychology Library is located, along with all the other professional program libraries (with the exception of Law) in the centralized University of Idaho Campus Library (UI Library). University of Idaho librarians endeavor to build collections that directly correspond to the academic programs offered at this university. The University of Idaho librarian for the Department of Psychology and Communication Studies collects works in specific areas, including but not necessarily limited to the following: developmental processes, social psychology, learning and memory, personality, clinical psychology, biological processes, sensation/perception, human factors, industrial/organizational

psychology, aging, and the psychology of emotion.

The UI psychology department takes pride in preparing students for careers as practitioners. Therefore, many of the psychology books and periodicals at the library are oriented toward professional education.

The UI Library routinely purchases audiovisual materials for the collection. Although audiovisual materials comprise a small percentage of the larger collection, a recent search of the media collection revealed more than 100 DVDs related to psychology. These DVDs may be requested for use through the UI Library.

The University of Idaho Library personnel include 20 full-time staff members providing support for borrowing, interlibrary loan, electronic access and all other library services. In addition there are 17 faculty librarians who at a minimum hold an American Library Association accredited degree in Library Science as well as an advanced degree in another discipline. These faculty librarians interact with students and faculty in research, teaching, publishing, open access and many other areas as well as overseeing collection development. The Department of Psychology and Communication Studies has a dedicated liaison librarian who provides specialized research support and instruction both in person and virtually.

To cover the increase in enrollment, an additional \$2,000 per year is budgeted to meet the needs of our distance students.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

This program will be supported by existing personnel, space, and equipment so no additional costs are anticipated in those areas. Because the curriculum of this program parallels the traditional program there are no significant additional costs anticipated for monographs, journals and other materials. More focus will be placed on purchasing electronic versions of monographs. Our current journal subscriptions are already predominantly online. Other materials, including media, will continue to be mailed to distance patrons as is the current policy. The current budgets for psychology materials are \$4,500 for monographs, \$48,260 for journals, and \$35,505 for databases.

The additional \$2,000 per year should be sufficient to support the increased enrollment.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

The primary discovery and delivery tool for the University of Idaho Library is our online catalog, created by leading library vendor Sirsi-Dynix. Directly from the catalog, distance students may request that print resources be mailed to them. They can also view available electronic resources such as ebooks and journal articles immediately and request that items we don't own be obtained by interlibrary loan. Assistance with research, or simply the logistics of actually obtaining a resource, is available by phone, email, instant messaging and text messaging. UI Library resources can also be embedded in BBLearn, the course management software utilized at the University of Idaho.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

No additional equipment is needed.

d. Revenue Sources

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

Funding for the program will come from tuition revenue from new enrollments.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular \$35.00 per credit online course fee.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable. Funding for the program is not dependent on other sources of funding.

- (3) 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.

A legislative budget request is not expected. The program will be funded from tuition revenue.

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

The proposed program is not dependent on grant funding or special fees for support.

- (5) Provide estimated fees for any proposed professional or self-support program.

Not applicable. The proposal is not for a professional or self-support program so no additional program fees are proposed.

Appendix A – Proposed Curriculum

PSYCHOLOGY (B.A. OR B.S.)

Note: [Psyc 101](#) and [Psyc 218](#) must be completed with a grade of C or better and a minimum cumulative GPA of 2.50 must be attained for students seeking upper-division standing in the department. In order to graduate with a degree in psychology, a 2.50 GPA must be attained.

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

- [Psyc 101](#) Introduction to Psychology (3 cr)
- [Psyc 201](#) Survey of Contemporary Psychology (1 cr)
- [Psyc 218](#) Introduction to Research in the Behavioral Sciences (4 cr)
- [Stat 251](#) Statistical Methods (3 cr)

A grade of C or above in at least three courses from each of the following groups (18 cr):

Personal/Social Bases of Behavior

- [Psyc 305](#) Developmental Psychology (3 cr)
- [Psyc 310](#) Psychology of Personality (3 cr)
- [Psyc 311](#) Abnormal Psychology (3 cr)
- [Psyc 320](#) Introduction to Social Psychology (3 cr)

Biological/Experimental Bases of Behavior

- [Psyc 325](#) Cognitive Psychology (3 cr)
- [Psyc 372](#) Physiological Psychology (3 cr)
- [Psyc 390](#) Psychology of Learning (3 cr)
- [Psyc 430](#) Tests and Measurements (3 cr)
- [Psyc 444](#) Sensation and Perception (3 cr)
- [Psyc 456](#) Psychology of Emotion (3 cr)

At least 12 additional upper-division psychology credits. Up to 6 of these credits may be earned by taking [Comm 347](#), [Comm 410](#), [Comm 432](#), or [Comm 433](#). Only 3 of these credits may come from [Psyc 400](#), [Psyc 494](#), [Psyc 497](#), [Psyc 498](#), and/or [Psyc 499](#). A grade of C or better must be earned in each course taken to complete this category.

Courses to total 120 credits for this degree

Sample 4-Year Curriculum for BS in psychology – 120 credits

Semester 1		Credits	Semester 2		Credits
PSYC 101	Intro to Psychology	3	ENGL 102	College Writing	3
ISEM 101	Integrated Seminar	3	STAT 251	Statistical Methods	3
ENGL 101	Intro to College Writing	3	PSYC 201	Survey of Contemporary Psychology	1
MATH 108	Intermediate Algebra	3	COMM 101	Public Speaking	2
Gen Ed	(International course)	3	Gen Ed	(American Diversity)	3
			Gen Ed	(Core Science)	3
Total		15	Total		15

Semester 3		Credits	Semester 4		Credits
PSYC 218	Research Methods	4	PSYC 310	Personality Psychology	3
PSYC 305	Developmental Psychology	3	PSYC 311	Abnormal Psychology	3
Gen Ed	(Humanities)	3	ISEM 301	Great Issues	1
Gen Ed	(Science with lab)	4	Gen Ed	(Humanities)	3
			Addtl BS	(Science/Math)	3
			Gen Ed	(Social Science)	3
Total		14	Total		16

Semester 5		Credits	Semester 6		Credits
PSYC 325	Cognitive Psychology	3	PSYC 390	Psychology of Learning	3
PSYC 372	Physiological Psychology	3	PSYC 3--	Upper-div psyc elective	3
Addtl BS	(Humanities)	3	Addtl BS	(Social Science)	3
Addtl BS	(Science/Math)	3	Elective	Upper-div elective	3
Elective	Upper-division elective	3	Elective	Free elective	3
Total		15	Total		15

Semester 7		Credits	Semester 8		Credits
PSYC 3--	Upper-div psyc elective	3	PSYC 415	History & Systems of Psychology (senior exp)	3
PSYC 3--	Upper-div psyc elective	3	Elective	Free elective	3
Elective	Free elective	3	Elective	Free elective	3
Elective	Free elective	3	Elective	Free elective	3
Elective	Free elective	3	Elective	Free elective	3
Total		15	Total		15

Note: Gen Ed = General Education Requirement; Addtl BS = Additional Bachelor of Science requirements

PROGRAM RESOURCE REQUIREMENT

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT											
	FY	2017		FY	2018		FY	2019		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments	18	30	27	46	33	53			78	129	
B. Shifting enrollments	0	0	0	0	0	0			0	0	
II. REVENUE											
	FY	2017		FY	2018		FY	2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Appropriated (Reallocation)									\$0.00	\$0.00	
2. Appropriated (New)									\$0.00	\$0.00	
3. Federal									\$0.00	\$0.00	
4. Tuition	\$140,140.00		\$214,032.00		\$253,526.00				\$607,698.00	\$0.00	
5. Student Fees	\$14,300.00		\$21,840.00		\$25,870.00				\$62,010.00	\$0.00	
6. Other (Specify): Outreach Fees	\$16,800.00		\$25,620.00		\$30,660.00				\$73,080.00	\$0.00	
Total Revenue	\$171,240.00	\$0.00	\$261,492.00	\$0.00	\$310,056.00	\$0.00	\$0.00	\$0.00	\$742,788.00	\$0.00	
<p><i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i> <i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i></p>											
III. EXPENDITURES											
	FY	2017		FY	2018		FY	2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs											
1. FTE	2.0		2.0		2.0				2.00	0.00	
2. Faculty	\$125,000.00		\$125,000.00		\$125,000.00				\$375,000.00	\$0.00	
3. Administrators									\$0.00	\$0.00	
4. Adjunct Faculty									\$0.00	\$0.00	
5. Instructional Assistants	\$45,000.00		\$45,000.00		\$45,000.00				\$135,000.00	\$0.00	
6. Research Personnel	\$0.00								\$0.00	\$0.00	
7. Support Personnel	\$20,000.00		\$20,000.00		\$20,000.00				\$60,000.00	\$0.00	
8. Fringe Benefits	\$48,465.000		\$48,465.000		\$48,465.000				\$145,395.00	\$0.00	
9. Other:									\$0.00	\$0.00	
Total FTE Personnel and Costs	\$238,465.00	\$0.00	\$238,465.00	\$0.00	\$238,465.00	\$0.00	\$0.00	\$0.00	\$715,395.00	\$0.00	

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications							\$0.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00	\$0.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous							\$0.00	\$0.00
Total Operating Expenditures	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$6,000.00	\$0.00
	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$6,000.00	\$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	\$242,465.00	\$0.00	\$242,465.00	\$0.00	\$242,465.00	\$0.00	\$727,395.00	\$0.00
Net Income (Deficit)	-\$71,225.00	\$0.00	\$19,027.00	\$0.00	\$67,591.00	\$0.00	\$15,393.00	\$0.00

TO: University Curriculum Committee
FROM: Prior Learning Assessment Work Group
RE: Policy on Prior Learning Assessment
DATE: June 8, 2015

Prior Learning is an alternative education or experience-based learning that has been attained outside the sponsorship of an accredited postsecondary education institution. Credit for Prior Learning (CPL) includes learning acquired from work experiences, community and volunteer extension courses, and participation in informal courses and in-service training sponsored by associations, business, government, and industry. Credit for prior learning is awarded for college-level learning experiences which entails knowledge and skills. Credit for prior learning will not be awarded for professional experiences without supporting documentation.

Prior learning assessment methods include Advanced Placement Examinations (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), General Certificate of Education Examinations (A-Level), Global Assessment Certificate Examinations; DANTES Subject Standardized Tests (DSST); military courses; portfolio review; credit by examination; technical competence; and vertical course credit.

The University of Idaho recognizes that some non-traditional students may have gained technical expertise through professional and/or occupational experience. For those programs (e.g., Career-Technical Education, Industrial Technology) that award academic credit for technical competency, the student must submit a portfolio that documents trainings, credentials and related on-the-job experiences. Documentation to provide evidence of technical competency can include but not be limited to: certificates, transcripts, licenses, letters of reference, curriculum vitae/resume. Regardless of the content of the portfolio, a small committee of experts comprised of members of the respective program, evaluate the candidate's portfolio for both the quality of the professional experience for gaining technical competency and for the quantity of academic credits to be awarded.

Faculty, as the content specialists, will assess and recognize prior learning and will make the determination of credit awards, with external advice as necessary. Credit may be granted only upon the recommendation of faculty who are appropriately qualified to assess the prior learning.

Credit will be awarded at the undergraduate level based on demonstrated learning outcomes within the subject, course, or programs offered by the University. The number of credits to be granted will be determined based on the University's requirements for academic credit. Credit for prior learning is limited to 25% of the minimum number of credits needed for a baccalaureate degree.

**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 December 15th 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:	September 14, 2015
College Approval Date:	

Curricula Information

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

Degree:	
Major:	
Minor:	
Academic Certificate:	Fire Ecology, Management, and Technology – Graduate
Teaching Major/Minor:	

Curriculum:	<p><u>Original: [online] denotes courses available through distance learning</u></p> <p><i>Note: A grade of 'B' or higher is required in all coursework for this academic certificate.</i></p> <p>Fire Ecology Course Group (3 cr):</p> <p>For 326 Fire Ecology and Management (3 cr)</p> <p>For 426 Global Fire Ecology and Management (3 cr)</p> <p>For 526 Fire Ecology (3 cr)</p> <p>Ecology Course Group (2-4 cr):</p> <p>For 330 Forest Soil and Canopy Processes (4 cr)</p> <p>For 531 Invasion Biology (3 cr)</p> <p>REM 429 Landscape Ecology (3 cr)</p> <p>REM 440 Wildland Restoration Ecology (3 cr)</p> <p>REM 459 Rangeland Ecology (2 cr)</p> <p>REM 460 Integrating GIS and Field Studies in Rangelands (2 cr)</p> <p>Fuels and Fuels Management Course Group (2-3 cr):</p> <p>For 427 Prescribed Burning Lab (3 cr)</p>
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For 433	Fire and Fuel Modeling (2 cr)
For 450	Fire Behavior (2 cr)
For 451	Fuels Inventory and Management (3 cr)
Applied Tools and Analysis Course Group (3 cr):	
For 375	Introduction to Spatial Analysis for Natural Resource Management (3 cr)
For 435 or For 535	Remote Sensing of Fire (3 cr)
For 472 or REM 472	Remote Sensing of the Environment (4 cr)
For 570	Advanced Remote Sensing Measurement Methods (3 cr)
For 572	Spatial and Biophysical Modeling (3 cr)
Geog 475	Intermediate GIS (3 cr)
REM 407	GIS Application in Fire Ecology and Management (2 cr)
Management, Planning and Policy Course Group (2-4 cr):	
CSS 490	Wilderness and Protected Area Management (3 cr)
CSS 573	Planning & Decision Making for Watershed Management (3 cr)
For 424	Forest Dynamics and Management (4 cr)
For 430	Forest Operations (3 cr)
For 454	Air Quality, Pollution, and Smoke (3 cr)
For 462	Watershed Science and Management (3 cr)
For 484	Forest Policy and Administration (2 cr)
For 529	Forest Ecosystem Analysis (3 cr)
For 585	Natural Resources Policy Analysis (2 cr)
REM 456	Integrated Rangeland Management (3 cr)
WLF 492	Wildlife Management (4 cr)

Electives to total 15 for the certificate

Note: A grade of 'B' or higher is required in all coursework for this academic certificate.

Fire Core (8 cr)

For 526 Fire Ecology (3 cr)
FOR 546 Science Synthesis and Communication (3 cr)
FOR 587 Wildland Fire Policy (2cr)

Fire Ecology Course Group (3 cr):

For 326 Fire Ecology and Management (3 cr)
For 426 Global Fire Ecology and Management (3 cr)
For 526 Fire Ecology (3 cr)

Ecology & Management Course Group (2-34 cr):

REM 507 Landscape and Habitat Dynamics (3 cr)
For 531 Invasion Biology (3 cr)
REM 429 Landscape Ecology (3 cr)
REM 440 Wildland Restoration Ecology (3 cr)
REM 459 Rangeland Ecology (2 cr)
For 529 Forest Ecosystem Analysis (3 cr)
For 427 Prescribed Burning Lab (3 cr)
FOR 557 Advanced Fire Behavior (3cr)
For 451 Fuels Inventory and Management (3 cr)

Fuels and Fuels Management Course Group (2-3 cr):

For 427 Prescribed Burning Lab (3 cr)
For 433 Fire and Fuel Modeling (2 cr)
For 450 Fire Behavior (2 cr)

For 451 Fuels Inventory and Management (3 cr)

Applied Tools and Analysis Course-Tools & Technology Group (3-2-4 cr):

For 435 or For 535 Remote Sensing of Fire (3 cr)
For 472 or REM 472 Remote Sensing of the Environment (4 cr)
REM 407REM 510 GIS Application in Fire Ecology and Management (2 cr)

Management, Planning and Policy Course Group (2-34 cr):

CSS 573 Planning & Decision Making for Watershed Management (3 cr)
FOR 584 Natural Resource Policy Development (3 cr)
REM 456 Integrated Rangeland Management (3 cr)
WLF 492 Wildlife Management (4 cr)

	<p>Electives to total 15 for the certificate</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	X	No	

***Note: 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	X

Boise*	X		
Idaho Falls*	X		
Other*,**	X	Location(s):	Everywhere – certificate can be completed online

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

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

Rationale and Assessment Information

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

In the existing graduate certificate > 50% of its requirements can already be achieved via distance education.

Following program and curricula review by an employer’s summit and other stakeholder meetings, we are seeking to make the graduate certificate more accessible to students seeking a holistic understanding of fires role in the environment. These changes are made to (1) ensure that students can either complete the certificate either 100% online, (2) remove several undergraduate courses to put emphasis on graduate level education, (3) remove dormant course or courses that are not directly relevant to the degree, (4) add additional online graduate courses that have been recently developed, and (5) align the graduate certificate with the Fire Ecology and Management option in the online Masters of Natural Resources to better enable students to feed into that MS program.

These changes should not change faculty workload as existing faculty and courses are involved.

Office of the Registrar Information

Date Received by UCC Secretary:	10/09/2015
UCC Item Number:	16-026a
UCC Approval Date:	01/25/2016
General Curriculum Report Number:	282

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

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

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

Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	Natural Resources and Society		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	unanimous
College Approval Date:	Nov 13 - 2015	Vote Record:	unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):			

Program Component Request

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

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

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement: 12
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:	Remote Sensing of the Environment					
Teaching Endorsement (Major/Minor):						
Overview of Program Component: <i>Provide a brief narrative description</i>	The objective of the certificate is to provide students with the scientific background and technical skills required for using Remote Sensing as an analytical tool for environmental investigation. These skills are increasingly demanded by employers - both in the private and public sector - in fields such as natural resources management, land planning, sustainable development, disaster preparedness and mitigation. The students will become familiar with the sources of remotely sensed data (both aerial and satellite systems), with the state of the art processing techniques needed to generate thematic datasets, and will be able to integrate remotely sensed datasets into Geographic Information Systems (GIS). The required and optional courses have a strong emphasis on practical applications, and the students will have the opportunity of gaining proficiency in the use of some software packages most widely used in professional settings.					

Program Component Curriculum: <i>Required courses</i>	Required: Requirement A: One of the two below courses: FOR375 Intro to Spatial Analysis in Natural Resources (3 cr.) or GEOG 483 Remote Sensing/GIS integration (3 cr.) Requirement B: The two following courses : FOR435 Remote Sensing of Fire (3 cr.) FOR472 Remote Sensing of the Environment (4 cr.) Requirement C: One of the following: LARC 395 GIS Applications in Land Planning (3 cr.) REM 407 GIS Applications in Fire Ecology and Management (2 cr.) REM 429 Landscape Ecology (3 cr.) REM 460 Integrating GIS and Field Studies in Rangelands (2 cr.) GEOG 424 Hyrdologic Applications in GIS and Remote Sensing (3 cr)
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Name or Degree Change Only Requests

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

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	Limited if any financial impact. Required courses for this certificate already exist, with corresponding faculty resources.		

Rationale and Assessment Information

This section must be completed

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

CNR currently requires an introductory natural resources focused geospatial course as part of the college core. This certificate would build upon our strengths in geospatial education to offer students further opportunities to develop expertise in the area of remote sensing, a rapidly developing tool for natural resource management and problem solving. Information from students, industry, and interested external stakeholders has indicated a strong preferences for this type of focused, technical skill oriented certificate. Currently NRS has strong faculty expertise in remote sensing education and when combined with additional resources available outside of the department, there will be limited added workload. Additionally, all courses for the certificate currently exist, thus limiting additional resource needs,

Distance Education Availability

This section must be completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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

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

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

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

Geographical Area Availability

This section must be completed

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

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

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

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

Office of the Registrar Information

Implementation Effective Date:	
Date Received by the Office of the Provost and Executive Vice President:	
Date Received by UCC Secretary:	12/02/2015

UCC Item Number:	UCC-16-026		
UCC Approval Date:	01/25/2016	Vote Record:	Unan.
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM UCC-16-026c
Short Form

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

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

Submission Information

This section must be completed

College:	College of Natural Resources		
Department/Unit:	Department of Forest, Rangeland, and Fire Sciences		
Dept/Unit Approval Date:	Nov 9, 2015	Vote Record:	2 abstain
College Approval Date:	Nov 13, 2015	Vote Record:	unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Randy Brooks, rbrooks@uidaho.edu		

Program Component Request

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

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

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

Program Component Curriculum: <i>Required courses</i>	
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Name or Degree Change Only Requests

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

Current Name:	Forest Resources (B.S.For.Res.)
New Name:	Forestry (B.S.Forestry)
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	Change of marketing materials to accommodate revised name. Change of web and registrars information.		

Rationale and Assessment Information

This section must be completed

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

Following discussions with faculty and external stakeholders, the term “resources” seemed to cause considerable confusion on what the degree contains. Importantly, the accreditation organization (The Society of American Foresters) refers to the class of related degrees as “Forestry”. Overall, the faculty considered these reasons and agreed that changing the name to the broad discipline title of Forestry is more inclusive of what the curricula contains. This change brings the UI degree in line with peer institutions including Colorado State University, Oregon State University, University of Montana, Michigan Tech, Michigan State University, and Virginia Tech.

Distance Education Availability

This section must be completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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

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

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

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

Geographical Area Availability

This section must be completed

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

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

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

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

Office of the Registrar Information

Implementation Effective Date:	Summer 2016
Date Received by the Office of the Provost and Executive Vice President:	12/10/15
Date Received by UCC Secretary:	12/02/2015

UCC Item Number:	UCC-16-026c		
UCC Approval Date:	01/25/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			