

## 2016-17 MEETING #2 OF THE FACULTY OF THE UNIVERSITY OF IDAHO

Tuesday, May 2 - 3:00-4:30 p.m. (PT), Bruce M. Pitman Center Vandal Ballroom  
Boise – IWC 448A; Coeur d’Alene – 213; Idaho Falls – TAB 350a; Twin Falls – B-66  
President Chuck Staben Presiding  
(The Provost and Executive Vice President will be standing in for President Staben  
per FSH 1420 A-2 a.)

- **Call to Order.**
- **In Memoriam.**
- **Minutes.** Meeting #1, December 6, 2016
- **Announcements.**
- **Special Orders.**

### Report of the Faculty Senate

[Below items are available:

[http://www.webpages.uidaho.edu/facultycouncil/General\\_Faculty\\_Meetings/univ\\_faculty\\_meetings.htm](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)*

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### *Faculty-Staff Handbook:*

- **FS-17-044:** FSH 3520 F-9 – Tenure Extension
- **FS-17-045:** FSH 3710 – Leave Policies for All Employees
- **FS-17-046:** FSH 1640.xx – Faculty and Staff Policy Group and FSH 1640.42 Faculty Affairs
- **FS-17-052:** FSH 1640 – Judicial Committees
- **FS-17-053:** FSH 1620 – University-level Committees
- **FS-17-057:** FSH 1570 – Faculty Secretary
- **FS-17-074:** FSH 1640.90 – General Education Assessment Committee
- **FS-17-075:** FSH 1640.20 – University Budget & Finance Committee

### *Administrative Procedures Manual: (FYI)*

- **FS-17-054:** APM 30.12 – Acceptable Use of Technology Resources (computer use policy)
- **FS-17-055:** APM 40.10 – University Space
- **FS-17-056:** APM 45.15 – Subawards and Subcontracts
- **FS-17-064:** APM 45.35 – Unmanned Aircraft Systems

## II. Proposed Changes to the University of Idaho Catalog

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- FS-17-047** (UCC-17-028a): Civil Engineering to Civil and Environmental Engineering
- FS-17-048** (UCC-17-028b): Civil Engineering – Fire Safety Certificate
- FS-17-050** (UCC-17-028d): Computer Science in Coeur d’Alene
- FS-17-051** (UCC-17-027a): Art & Architecture – New Urban Design Program
- FS-17-058** (UCC-17-026a): Science – Statistical Science Graduate Certificate
- FS-17-059** (UCC-17-035a): Business – PGA Golf Management: Management & Human Resources
- FS-17-060** (UCC-17-035b): Business – PGA Golf Management: Business Economics
- FS-17-061** (UCC-17-035c): Business – PGA Golf Management: Finance
- FS-17-062** (UCC-17-035d): Business – PGA Golf Management: Operations Management
- FS-17-063** (UCC-17-035e): Business – PGA Golf Management: Information Systems
- FS-17-065** (UCC-17-033): CLASS – New Sociology/Anthropology Prefix
- FS-17-066** (UCC-17-033a): CLASS – Africana Studies minor
- FS-17-067** (UCC-17-039a): Education – Basic Math minor
- FS-17-068** (UCC-17-027b): Art & Architecture in Boise

**FS-17-069** (UCC-17-036a): CNR – Environmental Education and Science Communication name change

**FS-17-070** (UCC-17-036b): CNR – New MNR Option

**FS-17-071** (UCC-17-038): CNR – Discontinue Restoration Ecology Certificate

**FS-17-072** (UCC-17-029): Engineering – New Critical Infrastructure Certificate

*(approved Faculty Senate on April 25, 2017 following initial announcement of this UFM)*

**FS-17-073** (UCC-17-042): Regulation J-3

➤ **President's Remarks.**

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

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

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

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

University of Idaho  
University Faculty Meeting Minutes  
2016-17 Meeting #1, Tuesday, December 6, 2016

**Call to Order:** President Staben called the meeting to order at 3:05.

**Quorum count:** Moscow: 64; Boise: 12; Twin Falls: 3; Idaho Falls: 3; CDA: 3. The initial quorum count showed 85 faculty present. Although a few members arrived after the initial count, the number present did not approach the 105 faculty necessary for a quorum. In the absence of a quorum all items passed by the Senate are approved and forwarded to the President.

**In Memoriam:**

**Roy M Breckenridge**

Research Professor Emeritus in Geology  
-August, 2016-



**Robert B. Dwelle**

Research Professor Emeritus of Plant Physiology  
-September 2016-



**Louis "Lou" Edwards Jr.**

Professor Emeritus of Chemical Engineering  
-July 2016-



**Thomas N. Fairchild**

Professor Emeritus of Counseling and School Psychology  
-July 2016-



**Merland W. Grieb**

Professor Emeritus of Chemistry  
-September 2015-



**John C. Hendee**

Professor Emeritus of Wilderness Management  
-June 2016-



**Kendall L. Johnson**

Professor of Range Management and Department Head Emeritus  
-May 2016-



**Guy Knudsen**

Professor Emeritus in Plant, Soil and Entomological Sciences  
-May 2016-



**Shirley A. Newcomb**

Professor Emerita of Home Economics  
-October 2016-



**Connie Owens**

Lecturer Emerita in Communication  
-April 2016-



**Jay J. Scheldorf, Sr.**

Professor Emeritus of Chemical Engineering  
-May 2016-



President Staben asked for a moment of silence in honor for these departed colleagues.

President Staben recognized this year's Senate Chair Elizabeth Brandt to conduct the business portion of the meeting. Chair Brandt noted that without a quorum the items on the agenda would be passed on to the President and become official upon his approval. Even though we cannot take any official action today, we can have a discussion.

**FS-17-006 & FS-17-010: FSH 3050. Faculty Position Description Form**

**FS-17-009: FSH 3050. Faculty Position Description Policy.** Chair Brandt noted that this fall President Staben approved an Emergency Policy to implement the new position description form for this year. These items on the agenda confirm the emergency policy and establishes the new form moving forward. There was no discussion of this policy change.

**FS-17-007: FSH 3320 Faculty Annual Evaluation (Pilot Form)**

**FS-17-008: FSH 3320 Faculty Annual Evaluation (Pilot Form) policy fix.** Last spring we approved a new annual evaluation form on a pilot basis and agreed to conduct a study to determine how the new narrative form was received. Originally the Faculty Senate thought that faculty could choose whether to use the new form or the older form. This fall concerns were raised that allowing faculty to use different forms might create administrative problems. Thus the policies passed by the Senate sought to make using the new form mandatory for this year. The second change creates a temporary policy fix to FSH 3320 to accommodate using the pilot form. This was necessary since the numerical system will not be in effect during this evaluation year.

**FS-17-001: FSH 1540 E: Procedures for First Fall Meeting.** Chair Brandt noted that a UFM was not held this fall. This occurred (or more accurately didn't occur) due to miscommunications in preparing a formal list of new faculty and welcoming them to the university, which was always one of the reasons for a fall faculty meeting. Given questions about what role the fall UFM was supposed to play, the Senate voted to remove the requirement for a fall faculty meeting. After hearing some concerns with this action, the Senate reconsidered and voted to reinstitute the fall meeting. It also passed some modest changes to help facilitate gathering the necessary information on new faculty and administrators. Professor Kenton Bird commended the Senate for "amending rather than repealing" the requirement for a fall faculty meeting. He also read a statement from Professor Force in support of maintaining the fall faculty meeting. Professor Force commented that she always looked forward to the fall meeting as a way to catch up with colleagues and to learn about new members of the faculty. Professor Force believes that these events were an "essential part" of creating a "welcoming, inclusive and interdisciplinary" community. Chair Brandt thanked Professor Bird and (in absentia) Professor Force for their comments.

**FS-17-002: FSH 3360. Probation, Promotion, Demotion and Transfer of Classified Employees and FSH 3930: Separation of Classified Employees.** These changes sought to clean up and clarify existing policies.

**FS-17-003: Employment Procedures to Comply with Immigration and Naturalizations Laws.** Brings UI policies into compliance with federal law.

**FS-17-004: FSH 3740. Employee Educational Assistance.** Eliminated unnecessary references to IRS code.

**FS-17-011: FSH 1640.22 et. al.—DFA Changes.** Name and role changes.

**FS-17-022: FSH 1620—University Level Committees.** Allowed for email voting on university level committees under certain conditions.

**FS-17-023: FSH 1640.83 Student Appeals Committee and FSH 1640.93—Student Disciplinary Review Board.** These changes stressed the obligation of members of these committees to serve (when necessary) through the summer and if their term is ending until their replacement takes their seat.

**FS-17-027: FSH 6880—Campus Recreation.** Clarifies that faculty and staff may be charged a fee for the use of the pool.

**Proposed Changes to the University of Idaho Catalog.**

**FS-17-005 (UCC-17-003a)** — Business-Name Change from Information Systems to Management Information.

**FS-17-012 (UCC-17-008)** — Fall 2017 and Spring 2018 Final Exam Schedule

**FS-17-013 (UCC-17-007a)** — Alternative Credits

**FS-17-014 (UCC-17-007b)** — Residency

**FS-17-015 (UCC-17-007c)** — Credit Limitations

**FS-17-019 (UCC-17-018a,b,c)** — CLASS: Journalism & Mass Media

**FS-17-020 (UCC-17-019 a,b,c)** — Biological Sciences: Medical Science Program

**FS-17-021 (UCC-17-001)** — Graduate Admissions

**FS-17-024 (UCC-17-021a,b,c,d,e)** — College of Agriculture and Life Sciences

With no comments or questions of any of these policies and catalog changes, Chair Brandt turned the meeting back to President Staben for his remarks.

President Staben commented that the UI football team had accepted a bid to play in the Famous Idaho Potato Bowl on December 22. The team had adopted a slogan of “expect to win” at the start of the year. The President suggested that all of us might adopt this slogan. We should expect to win in all of our University pursuits. The President highlighted some important developments on campus:

- Total enrollment is the highest since 2012.
- Freshman resident student enrollment is up 6%.
- Research grants are over \$100 million for the first time.
- College of Education Building has been completely renovated.
- Wallace Complex has been refreshed.
- IRIC building is almost completed. The grand opening will be on January 30<sup>th</sup>.
- Plans to build a new arena for court sports. The plan is for an arena which will hold 4,700 people. Half of the required private funds have been raised. The arena should be completed in 2020.
- Efforts of the Provost has resulted in a new strategic plan.
- Committed to market based compensation for both faculty & staff.
- President Cabinet is now complete with the appointment of Janet Nelson as the Vice President for Research.
- Administrative reorganizations have taken place.

The President commented on the upcoming legislative session. The governor has stated that he will emphasize education this year. The President suspects that the emphasis will be on K-12, but we will advocate for increased funding for higher education. The state has approximately a \$130 million surplus which should make it a good year to make investments in Idaho’s future. The SBOE plans to emphasize “outcomes based” funding. This \$10 million funding plan will be distributed on the basis of the number of degrees awarded.

President Staben noted that the UI has advocated for line items in computer education in Coeur d’Alene, CAFE (Center for Agriculture, Food and Environment) and other items that will build our research capacity.

President Staben shared some data on student enrollment. These charts showed that applications from both resident and non-resident student applications are way up this year. He attributed some of this success with resident students to the direct admit program. These letters went out much earlier this year. We have also waived our application fee for Idaho residents. We are working hard to convert the increase in applications to actual enrollment.

The President emphasized the need to change the state culture by stimulating high school students to go to college. Towards this goal, this year's VIP (Vandals Ideas Project) will be VIP-Engage. This funded project seeks to engage the creativity of our community in developing ideas that will contribute to attracting more highly qualified students. The first VIP-Engage Mixer to identify funded projects will be on December 13<sup>th</sup> at 3:30 in the International Ballroom.

The President encouraged faculty to buy tickets for the Bowl game against Colorado State through the UI Ticket Office. In response to a question about scholarship programs, the President discussed the Go-Idaho program for Idaho residents. These scholarships range from \$1,000 to \$4,000. There is also a Vandal-Link scholarship for transfers from other Idaho higher education institutions. He commented that thus far, our transfer applications was up over 100%. Non-resident transfers are also up.

**Adjournment:** President Staben adjourned the meeting at 3:36.

Respectfully submitted,  
Don Crowley, Faculty Secretary



## POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

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

Emergency

Minor Amendment

**Chapter & Title: FSH 3520 F-9 – Tenure Extension**

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

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

**Originator(s):**

**Senate Leadership, Liz Brandt Chair**

(Please see FSH 1460 C)

Name

Date

**Telephone & Email:**

[ebrandt@uidaho.edu](mailto:ebrandt@uidaho.edu)

**Policy Sponsor:** (If different than originator.)

Name

Date

**Telephone & Email:**

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

**FAC approved 2/13/17, Chair Brian Ellison** [bellison@uidaho.edu](mailto:bellison@uidaho.edu)

**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.

To clarify at what time a request for a tenure extension under FSH 3520 F-9 should take place. The intent is before commencing the tenure process.

**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.

## FSH 3520 F-9. Extensions.

**a. Childbirth/Adoption:** A faculty member in a tenure track position who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the probationary period for tenure. ~~The faculty member must notify, by formal written request, the Provost in a timely fashion and include appropriate documentation of the birth or adoption.~~ Childbirth or adoption shall be considered an exceptional case justifying an extension under Regents' Policy II.G.(4)(b) and will not prejudice a subsequent contract renewal decision. In the event that the extension is requested and granted ~~occurs~~ before the third year review, the review is also automatically delayed for one year. *[add 7-11]*

**b. Other Circumstances:** An extension of the probationary period for tenure may be granted in other circumstances that may impede a faculty member's progress toward achieving tenure, including significant responsibilities with respect to elder/dependent care obligations and disability/chronic illness, or other exceptional circumstances. *[rev. 7-11]*

**c. Procedure for Requesting an Extension.** ~~The procedures for requesting an extension are:~~

1. The faculty member must request the extension from the Provost in writing by June 1<sup>st</sup> before the review process begins and must include appropriate documentation of the childbirth, adoption, or other circumstance. ~~provides a written request to the Provost.~~
- ~~2. Requests should be made in a timely manner, proximate to the events or circumstances that occasion the request. All requests should state the basis for the request and include appropriate documentation.~~
- ~~3.2.~~ Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. The provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
- ~~4.3.~~ In most cases, extension of the probationary period will be for one year. However, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted. ~~All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.~~
- ~~5.4.~~ If a probationary period extension is approved, a reduction in productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. In the event the probationary period is approved before the third year review, the review is automatically delayed. *[rev. 7-11]*



## POLICY COVER SHEET

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[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

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

**Chapter & Title:** FSH 3710 Leave Policies for all Employees

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

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**Originator(s):**

13, 2016

(Please see FSH 1460 C)

**Telephone & Email:**

Brandi Terwilliger

September

Name

Date

885-3008

brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.)

Wes Matthews

September 13, 2016

Name

Date

**Telephone & Email:**

~~885-3478wmatthews@uidaho.edu~~

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Debra Ellers; August 2016

**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.

Slight revisions to clarify intent of changes from 2015 and 2016 as well as minor clerical changes and contradictions within.

**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.

These changes should have no impact on APM 55.07 and APM 55.09

**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.

ASAP

UI FACULTY-STAFF HANDBOOK  
 CHAPTER THREE:  
 EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF July 2016

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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 service member 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. In 2015 and 2016 many changes were put in place to comply with federal regulation changes on family medical leave, a new section on Parenting Leave was added, and to allow employees more flexibility in leave use. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3638). [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11, 7-15, 7-16]*

CONTENTS:

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

**A. GENERAL.**

**A-1.** The University of Idaho (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 [see R below; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] [ed. 2-08, 7-10, 7-16]

**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, 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]*

**A-4.** Separation from employment or the term terminating employee refers to an employee’s separation from all employment.

**A-5.** A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

**A-6.** Full and part-time employees are eligible for some or all leaves discussed in this policy.

**a.** Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

**b.** Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

**A-7.** Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

**A-8.** Leave may not be taken on an employee’s first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

**A-9.** All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

- a.** completing application for leave and providing medical evidence and other requested information;
- b.** abiding by any and all return-to-work restrictions; and
- c.** returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

**A-10.** Exempt employees (full-time FLSA) who work at least four (4) hours in a day will be paid regular pay for the full day. If they work fewer than four (4) hours, the difference will be charged to the appropriate accrued leave. If the employee is on approved

intermittent Family and Medical Leave (FML) they must report each hour missed. [ed. 7-16]

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

**A-11.** Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [K], or in some circumstances during administrative leave [I-5]. An employee typically will not be given such credit for any periods of unpaid leave. [ed. 7-16]

**A-12.** No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

**A-13.** Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. ~~Supervisors may set reasonable attendance standards, and the employee may be subject to disciplinary action.~~

**Commented [TB(1):** Moved from sick leave C-8 below because this is applicable to all and not specific to sick leave.

**A-14.** Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. [ed. 7-10]

**A-15.** Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] [ed. 7-10]

**B. ANNUAL LEAVE.** – (Available to UI employees listed in A-6 (a) and A-6 (b) as described in [Section B](#))

**B-1.** Employees receive annual leave based on their classification of employment. [FSH 3080]

**a.** Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP I.I.E.3; FSH 3080; APM 55.08 and 55.09] [ed. 7-10]

**b.** Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] [ed. 7-10]

**c.** Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

**B-2.** Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

**B-3.** Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .04625 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied. [ed. 7-16]

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

**Leave Accrual Example:**

Annual leave accrues based only on hours worked.

62 hours worked times .04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours. *[ed. 7-16]*

**B-4.** Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

**B-5.** Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

**B-6.** Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

**B-7.** At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. See E-3. Parenting Leave for the requirement to use sick leave prior to use of annual leave. [RGPP II.1.2.b.]

**B-8.** Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

**a.** Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

**b.** An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave. Documentation to support the use of sick leave may be required. *[rev. 7-16]*

**B-9.** Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees funded on grants or contracts are expected to use all earned annual leave during the appointment before expiration of the grant(s) or contract(s). Employees separating employment upon the expiration or termination of a grant or contract, will be required to use annual leave before their last day of employment. *[rev. 7-16]*

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless Human Resources has approved a written request for

alternative termination arrangements that are in the best interests of the university. [ed. 7-16]

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by Human Resources and unit administrator and shall be treated as terminal leave. [J and APM 50.20][ed. 7-16]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by Human Resources. [ed. 7-16]

**B-10.** Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

**B-11.** Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

**B-12.** Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

**C. SICK LEAVE.** (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section C)

**C-1.** Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

**C-2.** Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .04625 for each hour worked. [ed. 7-16]

**C-3.** Sick-leave may be accumulated without limit.

**C-4.** Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. [ed. 2-08, rev. 7-16]

**C-5.** Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [J]. [ed. 7-16]

**C-6.** Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

**C-7.** Sick leave may be taken only as follows:

**a. Illness or Serious Medical Condition of Employee.** An employee's own illness, ~~or~~ injury, or child birth ~~by an employee~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place. [rev. 7-16]

**b. Illness or Serious Medical Condition of an Immediate Family Member.** When the illness, ~~or~~ injury, ~~or~~ childbirth of an immediate ~~by~~ family member as defined in [A-3] of this

policy requires the attendance of another, the employee may use his or her own available sick leave.

**ed. Death of an Immediate Family Member.** In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and Human Resources may approve an extension of leave for up to a total of thirty (30) days of sick leave. *[ed. 7-16]*

**de. Death of a Family Member.** Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

**fe. Medical Appointments.** Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

**fg. Parenting/Adoption.** All eligible employees are entitled to use sick leave for parenting/adoption as provided in E. Parenting Leave. *[rev. 7-16]*

**hg. Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human organ donor during an approved family medical [M] or personal leave [O]. *[ed. 2-08, 7-16]*

**C-8.** ~~Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors may set reasonable attendance standards.~~ Documentation may be required to be submitted to Human Resources to support absences. Absences that occur during an approved family medical leave [M] are exempt from these requirements. *[rev. 7-16]*

**Commented [TB(2):** Moved deleted portion from sick leave section to A-13 above, because this is applicable to all and not specific to sick leave.

**C-9.** The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. ~~In these circumstances, sick leave must be used before unpaid FML is taken [M-2].~~ *[ed. 7-16]*

**C-10.** An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [M-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with a medical certification form and FML application. A failure to comply with a request to complete and return the medical certification form and the FML application ~~(if applicable), within a reasonable period of time,~~ may result in absence without pay and/or disciplinary action, up to and including dismissal from employment (see FSH 3910, 3920 and 3930). *[rev. 7-16]*

**Commented [TB(3):** Documents are required and federal law defines the time period for submitting documents.

**C-11.** Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

**C-12.** Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the *unused* portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

**C-13.** An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

**D. HOLIDAYS.** (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section D)

**D-1.** The university is closed at least eleven (11) holidays each fiscal year. [FSH 3460 F-2] *[ed. 7-16]*

~~**D-2.** Board appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*~~

**Commented [TB(4):** This would not be needed if adding eligibility under D. Heading

**D-32.** Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

**D-43.** Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

- 20 hours per week / 5 = 4 hours of holiday pay
- 25 hours per week / 5 = 5 hours of holiday pay
- 30 hours per week / 5 = 6 hours of holiday pay

**D-54.** The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

- a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.
- b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

**D-65.** Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

**E. PARENTING LEAVE.** *[add. 7-15]* (Available to UI employees listed in A-6 (a) who also meet the specific eligibility criteria as described in Section E)

**E-1. Definitions.**

a. “Parenting” is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family.

b. “Parenting Leave” is leave taken by an employee under section E to bond with a child within the first twelve (12) months of the birth, adoption or foster placement of the child in the family. Parenting leave is separate and distinct from medical leave taken by a birth mother related to serious health conditions associated with pregnancy and child birth and from medical leave taken by either parent to care for a child with a serious health condition. See Family Medical Leave Section M-1 for the relationship of Parenting Leave under this Section E and Family Medical Leave under Section M of this FSH 3710.

~~and ends twelve (12) months after. An employee who has given birth may be eligible for family and medical leave related to child birth disability and may continue leave followed by a period of parenting which begins at the expiration of the disability of the birth mother and/or child if applicable.~~

Commented [TA(5)]: a. & b. newly written to clean up language. Senate 3/7/17

b. Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability. [rev. 7-16]

~~E-2. All university Employees who are eligible to receive sick leave are eligible for Parenting Leave on or after (i) 180 days from their date of hire. Employees must also successfully complete any applicable initial probationary period or (extension thereof) to be eligible; or (ii) the date of successful completion of their initial probationary period, whichever is later. Eligible employees are entitled to 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. [rev. 7-16]~~

~~E-32. If both parents are employees of the university and eligible for FMLA leave under Section M, each is entitled to take the same amount of parenting leave as allowed for a single employee. Only one employee is entitled to parenting leave if both parents, as employees, have not met FMLA eligibility requirements as stated in M-3. [rev. 7-16]~~

~~E-34. Employees can choose to use a combination of accrued paid leave or unpaid leave. Employees must first use accrued sick leave (see FSH 3710 M-2). However, when the combination of the employee’s remaining sick leave, plus any additional accrued paid leave that may be available to the employee falls below 80 hours, then the employee may elect to use unpaid leave for parenting. However, employees must first use accrued sick leave (see FSH 3710 M 2) and then any accrued annual leave or compensatory time, provided however at such time as the employees total available leave falls below 80 hours the employee may elect to use unpaid leave for parenting; they have in excess of 80 hours before going on leave without pay. [rev. 7-16]~~

Commented [TA(6)]: Language revised to clarify. 3/7/17 Senate

~~E-54. Parenting Leave should be applied for through Benefit Services. When the need for Parenting Leave is foreseeable, an employee must request an application at least thirty (30) days in advance of the need for leave. When events are not foreseeable, employees must provide as much notice as is possible. If an employee is eligible for FMLA leave under Section M, the Parenting Leave described in this section E. is intended to encompass the university’s obligation to provide Family Medical Leave under the federal Family Medical Leave Act. [rev. 7-16]~~

~~E-65. Health benefits continue during Parenting Leave on the same basis as for any similarly-situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee’s share of cost for health coverage is the amount that is typically payroll-deducted for the employee’s own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick~~

and annual leave and credit toward vesting are suspended during unpaid portions of Parenting Leave. *[add. 7-16]*

**E-76.** Upon return from Parenting Leave, employees will be assigned to their same or similar position with equivalent pay and status. *[add. 7-16]*

**E-87.** Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter. *[ren. 7-16]*

**E-98.** Alternate or reduced work schedules are addressed in FSH 3710 M-13 b. *[ren. 7-16]*

**E-910.** See FSH 3710 R-1 for exceptions to university leave policies. *[ren. 7-16]*

**F. MILITARY LEAVE.** When an employee goes on military leave it is not considered a break in service. [\(Available to all UI employees as described in Section F\)](#) *[ren. & rev. 7-16]*

**F-1.** Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to one hundred twenty (120) hours per calendar year for active duty or military training. Employees who are in board-appointed positions [FSH 3080] are eligible for full pay while on paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue according to the applicable plan documents. Instead of taking military leave, an employee may request annual leave on the same basis as any other vacation or other time off and if approved, retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10, rev. 7-16]*

**F-2.** Any employee who is called to active duty and/or is required to serve more than one hundred twenty (120) hours is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents. *[ed. 7-16]*

**F-3.** An employee may choose to use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits at any time. *[rev. 7-16]*

**F-4.** Military leave beyond the first one hundred twenty (120) hours is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue and are subject to the applicable benefits based on the university's current Summary Plan Document at the time of reinstatement: contact Benefit Services. [\[ren. 7-16\]](#)

**F-5.** An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan. *[rev. & ren. 7-16]*

**F-6.** Upon reinstatement to active university employment, the employee's health plan will resume as if their employment had not been interrupted. *[ren. & rev. 7-16]*

**F-7.** In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university. *[ren. 7-16]*

**a.** In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

**b.** Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) ([www.dol.gov/vets](http://www.dol.gov/vets).)

**F-8.** Retirement benefit contributions are suspended while the employee is on unpaid military leave when the one hundred twenty (120) hours per F-1 have been exceeded. Upon reinstatement to active university employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documents. [*ren. & rev. 7-16*]

**a.** Credited state service continues during military leave as though no break in employment has occurred.

**b.** The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

**c.** The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

**d.** For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

**F-9.** This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail. [*ren. 7-16*]

**G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING.** [*ren. 7-16*] ([Available to all UI employees as described in Section G](#))

**G-1.** Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave

with pay, except as provided below in G-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10, 7-16]*

**G-2.** An employee must request annual leave or personal leave without pay for the following:

- a. appearing as a party in a non-job-related proceeding involving the employee;
- b. appearing as an expert witness when the employee is compensated for such appearance;  
or
- c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

**G-3.** Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

**H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE.** *[ren. 7-16]*  
*(Available to UI employees as described in Section H)*

**H-1.** The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

**H-2.** It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

**I. ADMINISTRATIVE LEAVE.** *[ren. 7-16]* *(Available to all UI employees as described in Section I)*

**I-1.** Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (K) and academic transitional leave (J) are not considered administrative leave.) *[ed. 7-16]*

**I-2.** At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; FSH 3470 B] *[ed. 7-10, 7-16]*

**I-3.** Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

**I-4.** With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

**I-5.** In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full

bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

**I-6.** In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

**I-7.** Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

**I-8.** Administrative Leave with Pay. When the president or designee makes a decision to close, cancel classes, or postpone the opening the university, employees will be authorized Administrative Leave with pay. When approved, employees will enter hours as follows for emergency closure days:

Classified and PERSI-eligible TH will enter the hours they would have worked. Exempt and faculty enter leave if leave taken is more than 4 hours and will record leave only if they were out more than 4 hours.

- a. (TH) Temporary Help (PERSI-eligible only) – enter hours regularly scheduled but not worked due to the closure under the Administrative Leave code, up to 8 hours.
- b. Classified – enter hours not worked due to closure under the Administrative Leave code, up to 8 hours.
- c. Exempt & Faculty – enter hours not worked, if over 4, due to closure under the Administrative Leave code, up to 8 hours. *[add. 7-16]*

**J. ACADEMIC TRANSITIONAL LEAVE.** *[ren. 7-16]* *(Available to all UI employees as described in Section J)*

**J-1.** Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

**J-2.** There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by Human Resources. *[ed. 7-16]*

**K. TERMINAL LEAVE.** *(Available to all UI employees as described in Section K)* *[ren. 7-16]*

**K-1.** Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

**K-2.** During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee

and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

**K-3.** The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

**L. SHARED LEAVE.** *[ren. 7-16] (Available to employees listed in A-6 (a) subject to specific eligibility criteria described in Section L)*

**L-1.** University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

**L-2. Eligibility.** Benefit-eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave. *[rev. 7-15, 7-16]*

**a. Qualifying Events.** If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave. *[rev. 7-16]*

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

**b. Prerequisites.** An employee must use all other available leave such as sick leave, annual leave, and compensatory time to qualify for shared leave. If an employee receives shared leave during the first year of their employment with the university, and does not return to active service for at least thirty days after completion of their leave, they may be expected to repay the compensation they received, unless this requirement is waived by the president, or his/her designee. *[rev. 7-16]*

**c. Disability Income.** To be eligible for shared leave for the employee's own medical condition that is expected to last longer than thirty days, employees must first apply for wage replacement benefits that may be available through disability coverage. In cases of job-related injuries, employees must first apply for wage replacement through workers' compensation. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs. Shared

leave cannot be claimed when time away will be paid through wage replacement programs such as disability and workers' compensation benefits. [rev. 7-16]

**L-3. Donating Annual Leave to Shared Leave Pool.** [ed. 7-16]

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. [rev. 7-15]

b. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account ~~as the time is transferred and used by the recipient (see conversion below in L 5 b).~~ ~~No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.~~ [ren. 7-16]

c. Leave donations may be made in any amount of not less than ½-hour (.50) increments. [ren. 7-16]

d. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the university. ~~Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s).~~ ~~Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s).~~ ~~Leave donors who desire to donate only as much leave as the intended recipient needs are encouraged to work with HR to make incremental donations to that person.~~ [rev. 7-15, ren. 7-16]

Commented [TA(7)]: Last sentence added 3/7/17 Senate.

**L-4. Shared Leave Benefits.**

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours granted will be prorated based on employee's FTE. [ren. 7-16]

b. Recipients of shared leave from the shared leave pool will receive the benefit on a first-come, first-serve basis as the pool balance must not fall below zero dollars. If funds are unavailable from the shared leave pool, then the recipient would be required to solicit direct donations. [add. 7-16]

c. Shared leave requests are reviewed and granted by Benefit Services in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. Human Resources will respond to appeals within thirty (30) days. [ren. & ed. 7-16]

**L-5. Funding and Conversion.**

a. Funding for a full year of base salary is provided for most positions. A department typically has received funding for the duration of the employee's full appointment. If an employee is absent without pay, the department would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is

responsible for funding the employee's pay during leave from shared leave donations. [ren. & rev. 7-16]

**b. Conversion for donations.** Hours donated by an employee are calculated at the donor's hourly rate and converted to dollars that will be distributed to the recipient using the recipient's hourly rate. Direct donations donors should be aware that if the conversion value from donated hours is greater than the intended recipient uses, any unused dollars will go into the Shared Leave Pool. [add. 7-16]

**M. FAMILY MEDICAL LEAVE.** [ren. 7-15] (Available to all UI employees subject to specific eligibility criteria described in Section M)

**M-1.** Family medical leave may be requested by an eligible employee for the following reasons:

- a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; [rev. 7-15, ed. 7-16]
- b. the placement of a son or daughter with the employee for adoption or foster care; [rev. 7-15]
- c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;
- d. because of the employee's own serious health condition [M-5]; or
- e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. Parenting Leave taken under Section E. by an employee who is also eligible for Family Medical Leave shall be counted as Family Medical Leave to the full extent of the employee's eligibility for Family Medical Leave at the time the leave is taken. Parenting Leave that falls outside of the requirements of the Family Medical Leave Act does not count against an employee's Family Medical Leave entitlement. [add. 7-15, rev. 7-16]

**M-2.** Family medical leave and/or service member family medical leave is generally leave without pay. However, when the absence also qualifies for the use of sick leave, if available, employees must first use accrued sick leave. When the combination of the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours, the employee may then elect unpaid leave for the Family Medical Leave may choose to sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or wWhen the type of absence does not qualify for the use of sick leave, the employee must use other available accrued paid leave until the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours before the employee may use unpaid leave for the Family Medical Leave.~~entire absence or remainder of the approved family medical leave will be unpaid. However, if an employee has more than 80 hours of accumulated annual leave or compensatory time, they must use these hours first before going on leave without pay. Employees may choose to use any combination of compensatory time or annual leave before going on leave without pay to reduce their total balance to 80 hours.~~ [rev. 2-08, 7-16]

Commented [TA(8)]: M-2 was replaced at 3/7/17

**M-3.** Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement does not apply to eligibility for Parenting Leave under Section E. [rev. 7-15]

**M-4.** Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve

(12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. [rev. 7-15]

**M-5. Definitions.** [rev. 7-15]

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

~~6. "parenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family and ends twelve (12) months after. An employee who has given birth may be eligible for family and medical leave related to child birth disability and may continue leave followed by a period of parenting which begins at the expiration of the disability of the birth mother and/or child if applicable. See Parenting Leave E for non-FMLA parenting leave.~~

**Commented [TB(9)]:** Moved Definition to parenting leave section

**M-6.** Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

**M-7.** All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

**M-8.** If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

**M-9.** When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

**M-10.** When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

**M-11.** Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to-work release from the health care provider is required before an employee absent due to his or her own serious health condition may return to work.

**M-12.** Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

**M-13.** Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

- a. Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*
- b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

**M-14.** Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

**M-15.** If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

- a. revoke leave;
- b. not grant leave;
- c. require new evidence to support the leave request;
- d. require the employee to return to work if the leave is not substantiated; and/or
- e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

**M-16.** Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by Human Resources. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

**M-17.** Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. ~~The employee is responsible for contacting Employment Services to arrange for an exit interview.~~

**Commented [TB(10)]:** This statement was removed in the submitted version (for President approval) – It is no longer applicable

**N. SERVICE MEMBER FAMILY AND MEDICAL LEAVE.** The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family members' service in the Armed Forces (Service member Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to service member family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

**N-1. Definitions:** The following definitions are applicable to this section of the policy.

- a.** "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
- b.** "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
- c.** "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.
- d.** A "covered veteran" is an individual who was a member of the armed forces (including a member of the National Guard or reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period before the first date the eligible employee takes FMLA leave to care for the covered veteran.
  - 1. An eligible employee must begin leave to care for a covered veteran within 5 years of the veteran's active duty service, but the "single 12-month period" may extend beyond the 5-year period. *[add. 7-16]*

**N-2. Leave Entitlement:** Eligible employees are entitled to take service member family and medical leave for any one, or for a combination of the following reasons:

- a.** Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or

**b.** To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the armed forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating. *[rev. 7-16]*

**c.** In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the armed forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the armed forces) and manifested itself before or after the member became a veteran and is:

1. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or
2. A physical or mental condition for which the covered veteran has received a U.S Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
3. A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
4. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the U.S Department of Veteran's Affairs Program of Comprehensive Assistance for Family Caregivers. *[add. 7-16]*

**N-3.** Duration of service member family and medical leave:

**a.** When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.

**b.** When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.

**c.** Concurrent leave: service member family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

**O. PERSONAL LEAVE.** *[ren. 2-08, 7-15]* *(Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section O)*

**O-1.** Any employee not covered by another university leave type within this policy may request a personal leave of absence.

**O-2.** Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. *[APM 55.38] [ed. 7-10]*

**O-3.** Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

**O-4.** All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

**O-5.** The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

**O-6.** When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

**O-7.** During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

**O-8.** An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits *may* continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

**O-9.** Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

**O-10.** Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

**P. EXTENDED MEDICAL LEAVE.** *[ren. 2-08, 7-15, ed. 7-16]* *(Available to all UI employees subject to specific eligibility criteria described in Section P)*

**P-1.** Extended medical leave (EML) extends job protection and health benefits beyond the expiration of family medical leave. EML is intended for the following: *[ed. 7-16]*

**a.** Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

**b.** Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

**P-2.** EML and other options for an employee's return to work following an approved family medical leave must be coordinated and approved through Benefit Services, in consultation with the supervisor, and are granted at the discretion of the university, but are not guaranteed. EML may not exceed a total absence period of twelve (12) consecutive months. *[ed. 2-08, rev. 7-16]*

**P-3.** Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted. *[ed. 7-16]*

**P-4.** If there is not a prognosis to return to work as defined above [P-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EML leave will be extended through the earlier of: *[ed. 2-08, 7-16]*

a. the date in which all sick leave will be exhausted; or

b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in P-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

**P-5.** Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EML. EML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used. *[ed. 7-16]*

**P-6.** An employee with a sick leave balance who separates from employment upon the expiration of EML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730] *[ed. 7-16]*

**P-7.** Health benefits will continue during an approved EML in the same manner afforded to any employee of the same classification who is actively at work. *[ed. 7-16]*

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EML that is unpaid. *[ed. 7-16]*

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks <http://www.uidaho.edu/human-resources/benefits>] *[ed. 7-16]*

**P-8.** Employees who have been granted EML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However,

restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation. [ed. 7-16]

**P-9.** During EML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty. [ed. 7-16]

**P-10.** When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

**P-11.** If at the expiration of the EML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EML and begin job separation when the medical prognosis ceases to support a return to work within EML limits. [FSH 3910, 3920 and 3930][ed. 7-16]

**Q. LEAVE FOR PROFESSIONAL IMPROVEMENT.** [ren. 2-08, 7-15] [\(Available to faculty with instructor rank or above, exempt employees and classified staff as described in Section Q\)](#)

**Q-1.** Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

**Q-2.** Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

- a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.
- b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

**Q-3.** The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

**Q-4.** Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

**Q-5.** The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

**Q-6.** The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

**R. EXCEPTIONS.** *[ren. 2-08, 7-15]*

**R-1.** Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, Human Resources, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to Human Resources for further consideration of all approvals. *[ed. 7-16]*



# POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

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

Emergency

Minor Amendment

Chapter & Title: FSH 1640.XX- Faculty/Staff Policy Group

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

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

**Originator(s):**

(Please see FSH 1460 C)

Senate Leadership, Liz Brandt Chair

Name

Date

**Telephone & Email:**

[ebrandt@uidaho.edu](mailto:ebrandt@uidaho.edu)

**Policy Sponsor:** (If different than originator.)

Name

Date

**Telephone & Email:**

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: **Kent E. Nelson 2/21/17**

Staff Council approved Jan. 11<sup>th</sup>, edits approved.

Faculty Affairs approved, Brian Ellison Chair, [bellison@uidaho.edu](mailto:bellison@uidaho.edu) on Jan. 30, edit approved.

Committee on Committees approved. Feb. 8<sup>th</sup>.

**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.

A new senate committee to provide a better working communication between Staff Affairs and Faculty Affairs on mutually related policies that affect each, as well as provide a forum to work out last second compromises before a policy proceeds to Senate.

**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. FSH 1640.42 – Faculty Affairs

**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: \_\_\_ Staff Council Jan. 11 with edits \_\_\_\_\_

**FSH 1640.??**

**FACULTY AND STAFF POLICY GROUP (FSPG)**

**A. FUNCTION.**

**A-1.** To review non-academic policies and procedures (other than minor amendments, see FSH 1460 B-2) that affect both faculty and staff and that reside in the *Faculty-Staff Handbook* and/or *Administrative Procedures Manual*.

**A-2.** To ensure that both Faculty Affairs and Staff Council are informed, the chair of FSPG will communicate regularly with the chairs of Faculty Affairs and Staff Leadership.

**A-3.** To address and possibly resolve any perceived problems before forwarding proposed policies and procedures to Faculty Senate, the committee is encouraged to seek assistance from, or request meetings with the policy sponsor (see FSH 1460 B-6), general counsel, or others as necessary.

**B. STRUCTURE.** Three faculty, three staff, and the Faculty Secretary/Policy Coordinator, or his/her designee . A broad representation of faculty and staff across the university is expected and who are seen as leaders among their peers. A current member of Faculty Affairs and Staff Council is desirable, if possible. The chair of this committee will be selected from one of the six voting members.

**1640.42**

**FACULTY AFFAIRS COMMITTEE (FAC)**

**A. FUNCTION.**

**A-1.** To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.

**A-2.** To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern. [*ed. 7-09*]

**A-3.** To serve as a ~~“court of first point of first contact involving questions of instance” in matters of dispute involving the~~ interpretation and application of policies affecting the welfare of faculty members, ~~e.g. such as promotion and tenure.~~

~~**A-4.** To cooperate and make joint recommendations with the Staff Affairs Committee for the solution of problems common to the faculty and the staff.~~

**B. STRUCTURE.** Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee).



# POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

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

Emergency

Minor Amendment

**Chapter & Title:** FSH 1640 – Judicial Committees

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

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

**Originator(s):**

Senate Leadership Patrick Hrdlicka  
**Vice Chair & Chair Committee on  
Committees**

(Please see FSH 1460 C)

**Telephone & Email:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Name \_\_\_\_\_ Date \_\_\_\_\_

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

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

Due to the nature of some of the judicial committees, the changes proposed are to ensure in selecting chairs for these committees, tenured faculty are given priority.

**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: \_\_\_\_\_

**UI FACULTY-STAFF HANDBOOK**

## CHAPTER ONE:

## HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January 2017

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.*

**Subsections**

.02 Academic Hearing Board	.54 Institutional Review Board
.04 Academic Petitions Committee	.55 Information Technology Committee
.06 Administrative Hearing Board	.56 Intellectual Property Committee
.08 Admissions Committee	.58 Ubuntu
.10 Americans with Disabilities Act Advisory	.60 Library Affairs Committee
.12 Institutional Animal Care and Use Committee	.64 Officer Education Committee
.14 Institutional Biosafety Committee	.66 Parking Committee
.18 Borah Foundation Committee	.69 Promotions Review Committee
.20 University Budget & Finance Committee	.70 Publications Board
.22 Campus Planning Advisory Committee	.71 Radiation Safety Committee
.24 Classified Position Appeal Board	.72 Research Council
.26 Commencement Committee	.74 Sabbatical Leave Evaluation Committee
.28 Committee on Committees	.76 Safety and Loss-Control Committee
.34 Provost Council	.77 Scientific Misconduct Committee
.36 Dismissal Hearings Committee	.80 Staff Affairs Committee
.40 Facilities Scheduling Policy Committee	<a href="#">.83 Student Appeals Committee</a>
.42 Faculty Affairs Committee	.84 Student Financial Aid Committee
.43 Faculty Appeals Hearing Board	.86 Teacher Education Coordinating Committee
.44 Faculty Senate	.87 Teaching and Advising Committee
.46 Arts Committee	.89 University Committee for General Education
.48 Graduate Council	.90 General Education Assessment Committee
.50 Grievance Committee for Staff Employees	.91 University Curriculum Committee
.51 Grievance Committee for Student Employees	.92 University Development Council
.53 Honors Program Committee	.93 Student Disciplinary Review Board
	.94 University Multi-Campus Communications Committee
	.95 University Security and Compliance Committee

**1640.02****ACADEMIC HEARING BOARD (AHB)****A. FUNCTION.**

**A-1.** To act on requests for redress of academic grievances and to decide appeals from decisions made by college authorities.

**a.** Grievances may concern, but are not limited to, such matters as: (1) eligibility for advanced placement or credit by examination; (2) objectivity or fairness in making, administering, and evaluating class assignments; (3) maintenance of standards for conscientious performance of teaching duties; and (4) scheduling of classes, field trips, and examinations.

**b.** The AHB does not hear appeals concerning requirements or regulations of the College of Graduate Studies or the College of Law. Appeals from decisions of other college authorities are subject to the limitations specified in C-3.

**A-2.** To observe the effects of academic requirements, regulations, and policies, and to report its findings and recommendations to the Faculty Senate. [*ed. 7-09*]

**B. STRUCTURE.** Five faculty members, at least one of whom holds an administrative position in a college. In selecting a chair, a tenured faculty member will receive priority.

**C. PROCEDURES.**

**C-1.** Generally the student who is dissatisfied with an institutional academic action should first request reconsideration by the appropriate academic authority. Normally, AHB should hear an appeal only after the student has exhausted the appellate procedures provided at the levels of the department and college. Nevertheless, AHB may grant a request for an earlier hearing if at least two of its members recommend an exception on the grounds that an immediate hearing is warranted.

**C-2.** When an appeal is to be heard, AHB summons the student concerned and a representative of the academic authority whose action is challenged. A UI student or employee who is summoned to a hearing has the same responsibility to respond as though directed by the president to do so.

**C-3.** AHB recommends reversal of a departmental or college decision as to the satisfaction or waiver of a requirement or regulation only when it finds that (a) regular procedures have not been followed, (b) the petitioner has been denied a fair hearing, or (c) the decision being appealed was discriminatory with respect to the petitioner.

**C-4.** Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student's academic records. (NOTE: Procedures for changing grades are outlined in the catalog.)

**C-5.** It is within the purview of the AHB to hear an appeal of a grade imposed by an instructor as a result of academic misconduct, e.g., cheating or plagiarism. Such a grade constitutes an evaluation and is not to be construed as a penalty. Penalties for academic misconduct are considered to be disciplinary in nature and must be imposed through the student judicial system. Appeals from penalties imposed through the student judicial system are directed to the Faculty Senate. [see 2200, 2300 II, 2400, and 2450.] [*rev. 7-98, ed. 7-09*]

**C-6.** AHB reports its decisions and recommendations to the student, instructor, departmental administrator, and dean concerned and to the registrar. The department, college, and registrar make such reports part of their permanent records for the student concerned.

**C-7.** AHB may devise additional procedures, consonant with the constitution of the university faculty [1520] and the "Statement of Student Rights" [2200], for the discharge of its functions.

**C-8.** Actions of the AHB may be appealed as stated in 2500.

**1640.04**  
**ACADEMIC**

**1640.06**

**ADMINISTRATIVE HEARING BOARD (AdHB)**

**A. FUNCTION.**

**A-1.** The AdHB, acting for the Faculty Senate, hears and decides: *[ed. 7-09]*

**a.** Appeals by students and employees from administrative decisions in such matters as residence status for tuition purposes, granting of student financial aid, and assessment of fees or charges (except in connection with parking regulations, see 1640.66).

**b.** Disputes involving interpretation and application of policies concerning such matters as student records.

**A-2.** Disputes involving requests for accommodation for persons with disabilities will be handled under 3210.

**A-3.** The AdHB is directed to observe the effects of university-level requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate. *[add. 4-13]*

**A-4.** AdHB is empowered to call students and employees to hearings and any such person called has the same responsibility to respond as though summoned by the president. Decisions of AdHB are subject to review by the president and regents, and may be appealed to them when they consent to hear such appeals. *[ren. 4-13]*

**A-5.** This committee meets during the summer. *[add. 7-10, ren. 4-13]*

**B. STRUCTURE.** Four members of the faculty (including one from the College of Law), one staff member, one student and the following *ex officio* members, or their designees: Registrar and Manager of Student Accounts. In selecting a chair, a tenured faculty member will receive priority. *[rev. 7-06, 7-10]*

**1640.36**

**DISMISSAL HEARINGS COMMITTEES**

*[This section was removed from FSH 3910 D-3.b. and placed here in July 2008]*

**A. FUNCTION.** This committee will conduct a hearing at the request of a faculty member who has been terminated to determine whether their termination was properly based on the grounds stated (see FSH 3910 D-3 and 3920 D.)

**B. STRUCTURE AND MEMBERSHIP:** The DHC is composed of four faculty members and one administrator at the departmental level or above, six faculty members and three administrators as alternates. Committee members, including alternates, are chosen on the basis of their objectivity and competence and the high regard in which they are held in the UI community. In appointing members the Committee on Committees should attempt to reflect the diversity of the UI faculty. Due to the possibility a case may be appealed to the Faculty Appeals Hearing Board care should be taken in appointing members to both Faculty Appeals Hearing Board

and Dismissal Hearings Committee. The term of membership is three years. *[rev. 1-09, 4-11]*

**C. SELECTION:** The faculty member requesting a hearing has the right to substitute up to two members appointed with two others from the alternate list. The provost also has the right to substitute two members appointed with two others from the alternate list. If as a result of substitutions and conflicts of interest there are an insufficient number of faculty members or administrators on the alternate list, the Committee on Committees will be asked to appoint more members to the alternate list as needed. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Dismissal Hearings Committee and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority. *[rev. 1-09]*

**C-1. Panel Chair's Role:** Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds or General Counsel's office throughout the hearing. *[add. 7-15]*

**C-2. Observers:** Both parties may have an advisor or counsel at the hearing. *[add. 7-15]*

#### 1640.43

#### FACULTY APPEALS HEARING BOARD

*[This section was removed from FSH 3840 C & D and placed here in July 2008]*

**A. FUNCTION.** This board will conduct a hearing at the request of a faculty member who wishes to appeal an institutional decision under FSH 3840 A. In each case referred to it, the board has the following responsibilities: *[ed. 4-12]*

**A-1.** To review all documentary evidence submitted by the parties prior to the hearing and all evidence submitted by the parties at the hearing. The board may require the parties to submit evidence deemed relevant by the board.

**A-2.** To determine whether there has been any (1) failure to comply with prescribed procedures, (2) application of inappropriate considerations, (3) abuse of discretion, or (4) abuse of the appellant's academic rights and privileges.

**A-3.** To make recommendations to the president.

**B. STRUCTURE AND MEMBERSHIP:** Five faculty members, one of whom is a departmental administrator, are principal members. In addition, five other faculty members, two other departmental administrators, and three off-campus faculty members are appointed as alternate members of the board. In appointing members, including alternates, the Committee on Committees must ensure that the majority of the members are tenured and each of them have been employed at the UI for longer than two years. Since a case for dismissal is appealable to the Faculty Appeals Hearing Board, care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years, with initial terms staggered to form a rotation pattern. The off-campus alternates will serve, in place of principal faculty members chosen by lot, when an appeal by an off-

campus faculty member is to be heard. The other alternate members will serve, as appropriate, when a principal member is deemed to have a conflict of interest. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Faculty Appeals Hearing Board and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority. [rev. 7-99, 1-09, 4-11]

**B-1. Panel Chair's Role:** Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds, or General Counsel's office throughout the hearing. [add. 7-15]

**B-2. Observers:** Both parties may have an advisor or counsel at the hearing. [add. 7-15]

**C. SPECIAL CONSIDERATION:** Faculty members serving on the Faculty Appeals Hearing Board (FAHB) should take careful note of the following additional considerations and conditions for service: 1) appeals usually occur following tenure, promotion, and salary decisions in the middle of the Spring semester, 2) appeal hearings usually require a 2-4 hour time block which will require meeting on a weekday evening or Saturday to accommodate the schedules of all of the parties involved in a hearing, and 3) the term of office of a member of the FAHB ends when the last active case final report is submitted. Faculty members not willing to abide by these conditions should not apply for service on the Faculty Appeals Hearing Board. [add. 7-02]

**FSH 1640.83**  
**STUDENT APPEALS COMMITTEE**  
[created July 2016]

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

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

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

**C. SPECIAL CONSIDERATION.** Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the Student Appeals Committee should be aware that federal regulations governing the

handling of disciplinary matters recommend a specific hearing time schedule. Therefore, Student Appeals Committee members may need to be available for approximately two to four hours within as little as five days of a student being notified of a decision of an SDRB panel review.

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall). *[add. 1-17]*

### **1640.93**

#### **STUDENT DISCIPLINARY REVIEW BOARD (SDRB)**

[This section was removed from FSH 2400 and placed here in July 2008. In 2014 University Judicial Council was renamed Student Disciplinary Review Board following a complete review of the Student Code of Conduct]

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

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

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

**C. SPECIAL CONSIDERATION.** Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the SDRB should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, SDRB members may need to be available for approximately two to four hours within as little as five days of a student being notified of the alleged violation of the Student Code of Conduct. *[add. 1-14, rev. 7-14, rev. & ren. 7-16]*

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall). *[add. 1-17]*



## POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

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

Emergency

Minor Amendment

Chapter & Title: FSH 1620 –University Level Committees

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

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

Originator(s):

Patrick Hrdlicka Vice Chair Senate  
& Chair Committee on Committe

(Please see FSH 1460 C)

Name

Date

Telephone & Email:

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.

Update processes/minor edits. Involve fewer individuals in discussions of removing members from committees by replacing Senate with Committee on Committees as the body to approve. This is especially important in delicate personal situations.

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

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

## CHAPTER ONE:

## HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January-July 2017

1620

## UNIVERSITY-LEVEL COMMITTEES

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

## CONTENTS:

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

**A. FUNCTION, STRUCTURE, AND MEMBERSHIP OF COMMITTEES.** See 1640 for the function and structure of each university-level standing committee. The list of members appointed to serve on these committees is published on the Faculty Senate website at <http://www.webpages.uidaho.edu/facultycouncil/committees.htm>, after the beginning of the academic year by the Committee on Committees. [rev. 1-07, ed. 7-10, 12-13, 1-17]

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

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

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

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

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

**B-5.** In selecting staff members to serve, the Committee on Committees seeks nominations from ~~the Staff~~ Council Affairs Committee, which considers expressions of interest by employees to serve on various committees and the qualifications of employees with reference to existing committee vacancies. Approved service by staff

members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee's annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on ~~the Staff Council Affairs Committee~~ itself, it is expected that the employee will first secure the consent of his or her supervisor before becoming a candidate.) *[ed. 7-17]*

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

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

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

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

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

**B-11.** The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Committee on Committees with the possibility of appeal by the faculty member to the Faculty Senate. *[ed. 7-10, rev. 7-17]*

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

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

**B-14. Voting:**

- Proxy votes are not permitted in committees under the jurisdiction of the

university faculty or of the Faculty Senate. *[ren. 1-07, ed. 7-10]*

- Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc. *[add. 1-17]*

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

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

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

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

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

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

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

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

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

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

**C-1.** At the beginning of each semester, contact committee members about times they would be available for a set meeting (for committees that do not have set meeting times already established) so that the times that the committee members will be

available to meet can be ascertained. *[rev. 1-07]*

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

**C-3.** To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process. *[add. 1-17]*

**C-4.** Establish the best means of getting in touch with each student member. *[ren. 1-17]*

**C-5.** Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are problems that need to be considered. *[rev. 1-07, ren. 1-17]*

**C-6.** Send an agenda with the call of a meeting to all members at least one day (24 hours) in advance of the meeting, if possible. and post it to the committee's web page at <http://www.webs.uidaho.edu/facultycouncil/committees.htm>. *[rev. 1-07, ren. 1-17, 7-17]*

**C-7.** Read the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented. *[ren. 1-17]*

**C-8.** Send agenda and approved minutes of each meeting of the committee to the Faculty Secretary's Office at [facsec@uidaho.edu](mailto:facsec@uidaho.edu) and send copies to members of the committee. Committees that address matters with confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1\_mmdyy." *[rev. 1-07, 7-17, ren. & rev. 1-17]*

**C-9.** Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee's action to present their views to the committee. *[ren. 1-07, 1-17]*

**C-10.** Inform those who are affected by the committee's actions of such actions. *[ren. 1-07, 1-17]*

**C-11.** Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise. *[ren. & rev. 1-07, ed. 7-10, ren. 1-17]*

**C-12.** Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to

Committee on Committees to determine whether cause exists to replace the member.  
*[ren. & rev. 1-07, ren. 1-17]*

**C-13.** Prepare a brief year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed. *[ren. & rev. 1-07, ed. 7-10, ren. 1-17, rev. 7-17]*

**C-14.** Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning. *[ren. & rev. 1-07, rev. 7-08, ren. 1-17]*

**C-15.** Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines. *[ren. 1-07, 1-17]*



## POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy)

[3/09]

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

Emergency

Minor Amendment

**Chapter & Title:** FSH 1570 – Secretary of the Faculty

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

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

**Originator(s):**

**Hrdlicka**

(Please see FSH 1460 C)

**Telephone & Email:**

Senate Leadership, Vice Chair

Name

Date

[hrdlicka@uidaho.edu](mailto:hrdlicka@uidaho.edu)

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Name

Date

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

**Faculty Affairs** approved 3/20/17 Brian Ellison Chair, [bellison@uidaho.edu](mailto:bellison@uidaho.edu)

**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.

Update policy to reflect current roles and responsibilities of the Faculty Secretary, including oversight of policy process and the role this position plays in achieving positive outcomes.

**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. FSH 1460

**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: \_\_\_ Staff Council Jan. 11 with edits \_\_\_\_\_

**UI FACULTY-STAFF HANDBOOK**

## CHAPTER ONE:

## HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2011

1570  
SECRETARY OF THE FACULTY

*PREAMBLE: This section outlines the appointment, responsibilities, and duties of the Secretary of the Faculty. The faculty secretaryship is a position of long standing in the university and this section appeared first in the 1979 edition of the Handbook. The first substantial revision was that of November, 1991, where the faculty secretaryship was redefined as a half-time position (allowing for the creation of a half-time ombudsman position) and the responsibilities of the office were substantially changed. The second substantial revision was done in 2003 to reflect current practice and responsibilities. In 2009 responsibility for vita preparation was removed from the Office of the Faculty Secretary and placed with the faculty. Except where noted, the text remains as it was in 1996. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, 7-03, rev. 7-11]*

## CONTENTS:

- A. Appointment
- B. Responsibilities and Duties
- C. Nomination Process for Secretary of the Faculty

**A. APPOINTMENT.**

**A-1.** The secretary of the faculty (aka faculty secretary, policy coordinator see FSH 1460) is appointed on a fiscal-year basis by the president from among the tenured members of the university faculty or faculty emeriti [see 1520 II-1 and III-2]. The president appoints the secretary of the faculty from a list of candidates recommended by a nominating committee and ratified by the Faculty Senate [see C below]. [rev. 7-02, ed. 7-09]

**A-2.** Release time for the faculty secretary will be at least one-half time and may be greater, at the discretion of the president, depending on the circumstances, the needs of the Faculty Senate, and the needs of the faculty member appointed. [ed. 7-09]

**A-3.** The term of service is three years and is renewable. [rev. 7-02]

**A-4.** The faculty secretary serves at the pleasure of the president and reports to the chair of the Faculty Senate and to the provost. The provost, in consultation with the chair and vice chair of the Faculty Senate, conducts an annual review of the faculty secretary. Early in the third year of service, an in-depth evaluation is conducted by the provost and the chair of the Faculty Senate. Included are evaluations by the senate as a whole, by other appropriate administrators and faculty, and by the incumbent. A confidential evaluation report is given to the president for review and discussion with the incumbent by the first week in October in the third year of service. [rev. 7-02, ed. 7-09]

**B. RESPONSIBILITIES AND DUTIES.** The Secretary of the Faculty shall: [rev. 7-02]

**B-1**— Serve as a major source of information for UI administrators, faculty, staff~~personnel~~ and students concerning policies, regulations, and procedures; serve as a channel of communication to the members of the university faculty concerning administrative and regents' actions; work with the administration and Faculty Senate in achieving positive outcomes to university policies and procedures; ~~and~~ serve as a liaison with the President's Office to ensure proper maintenance and publication of the policy and procedures handbooks (see FSH 1460).

**Commented [TA(1):** The Fac. Sec. works with Counsel, Provost, FAC, UCC, and is part of Sen. Leadership who work through items of concern that arise from changes submitted by a policy sponsor (HR, Research, Infrastructure, DOS, et al). This role is crucial to ensure everyone's work to-date is not lost and to avoid presidential disapproval.

~~B-8.2.~~ Serve as Policy Coordinator (FSH 1460 B-5) ~~with oversight~~the editor of the Faculty-Staff Handbook (FSH) and Administrative Procedures Manual (APM) to ensure the timely and orderly adoption of policies and procedures including, but not limited to: 1) consulting and collaborating with the administration to identify and address policy issues; 2) keeping upper administrative officials informed of policy proposals being developed by university committees and others; 3) advising on the development and drafting of policy; 4) identifying policies in need of revision and ensuring that such revisions are addressed; 5) ensuring that institutional processes for the development of policies and procedures are followed; and 6) keeping the university community informed ~~Inform Faculty Senate of any additions and changes to the handbook, policy and procedures.~~ See 1460 for a more detailed description on the university-wide policy process which includes students, Staff Council, Faculty Senate, University Faculty, the President and Regents. ~~Serve as a major resource to the faculty and administrators with respect to the contents of the handbook and participate in keeping it up-to-date. Serve as a liaison with the President's Office to ensure proper maintenance and publication of the handbooks.~~ *[ren. and rev. 7-02, ed. 7-09]*

**Commented [TA(2)]:** This was B-8 moved here, everything that follows below is linked to this and the above role, including the UFM which is the last Faculty Governance approval process before the President.

~~B-13.~~ ~~Prepare, with the president's approval,~~ Oversee the preparation of the agenda and supporting documents for each meeting of the university faculty, with the approval of the president; record and publish the minutes of meetings; ensure that forward reports of actions of the university faculty are forwarded to the president, ~~and the Department of Special Collections and Archives in the University Library,~~ and other interested parties with copies of the minutes of the university faculty meetings; ~~and~~ *[rev. 7-02, 7-11]*

~~B-3.~~ ~~Oversee the placement of Faculty Staff Handbook sections and keywords on the UI policy and regulations website.~~ *[add. 7-02]*

~~B-49.~~ ~~Prepare.~~ Ensure the accurate and timely preparation and distribution of for publication General Policy Reports for publication and distribution to the for review and approval of university faculty ~~for review and approval.~~ *[add 7-02, 7-11]*

~~B-45.~~ Serve as an ex-officio nonvoting member of the Faculty Senate, work closely with and advise the chair and vice chair of Faculty Senate on policy matters and on the conduct of senate business, ~~and, as his or her primary responsibility,~~ provide services related to shared governance on request from for the Faculty Senate, ~~and other faculty bodies, faculty, staff, students, and~~ Perform such other duties related to faculty governance as may be assigned by the president or the president's designee or the university faculty. *[ren. 7-02, ed. 7-09]*

~~B-56.~~ Serve as secretary to an ex officio nonvoting member of the Committee on Committees. Oversee the process for solicitation of faculty members to serve on university-wide standing committees and the publication of committee function statements and membership lists. *[ren. and rev. 7-02]*

~~B-67.~~ Serve as an ex-officio nonvoting member of the University Curriculum Committee, ~~and cooperate~~ work closely with UI officials to ensure the accuracy of all published academic information. *[ren. and rev. 7-02]*

~~B-78.~~ Serve as chair of the University Multi-campus Communications Committee, 1640.94. *[add. 1-10]*

~~B-29.~~ ~~Serve as webmaster and/or supervisor for the~~ Oversee and ensure the accuracy of the Faculty Senate, ~~and~~ Faculty Secretary, Faculty-Staff Handbook, Administrative Procedures Manual and University Policy websites. Oversee the placement of material on those websites and historical records. *[add. 7-02, ed. 7-09]*

~~B-10.~~ ~~Serve as a source of information for UI personnel and students concerning policies, regulations, and procedures.~~ *[ren. 7-02]*

**Commented [TA(3)]:** The committee service Senate, UCC and ConC noted above are all part of the faculty governance process and are crucial to the Fac. Sec.'s role in communication and tracking of policies happens through these websites.

~~B-11. Perform such other duties related to faculty governance as may be assigned by the president or the president's designee or the university faculty. [ren. 7-02]~~

### C. NOMINATION PROCESS FOR SECRETARY OF THE FACULTY.

C-1. The chair of the Faculty Senate appoints a five-member nominating committee, with the ~~concurrence approval~~ of the Faculty Senate. The committee is composed of the provost and four other members of the senate, one of whom shall be the Faculty Senate Chair, or his/her designee, who shall serve as the committee chair. [ed. 7-09]

C-2. The nomination committee should seek out and give preference to nominees who have the following qualifications; (1) attained the rank of full professor or are faculty emeriti, (2) ~~communication print and electronic publication editing~~ skills, (3) supervisory experience, (4) ~~have had~~ extensive experience in university service, and (5) ~~have a good~~ excellent understanding and commitment to the role and mission of the University of Idaho. [add. 7-02]

C-3. The committee advertises the position, solicits and accepts applications and nominations, and screens candidates. The committee functions in a confidential manner. [ren. 7-02]

C-4. The committee recommends a list of candidates for ratification by the Faculty Senate. The senate may meet in executive session to discuss candidates recommended by the nominating committee. The senate may not add names to those recommended by the nominating committee but may choose to delete any of the candidates nominated by the committee. [ren. and rev. 7-02]

C-5. The Faculty Senate forwards the names of nominees ratified by the Faculty Senate to the president. The president selects the faculty secretary from that list or requests that a new group of nominees be selected following the procedures outlined in C-1 through C-4. [ren. 7-02, ed. 7-09]



## POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://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](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

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

**Originator(s):**

Kenton Bird, Dir. Gen. Ed

April 7, 2017

(Please see FSH 1460 C)

Name

Date

**Telephone & Email:**

885-4947, kbird@uidaho.edu

**Policy Sponsor:** (If different than originator.)  
**on Committees**

Patrick Hrdlicka, Chair Committee

Name Date

**Telephone & Email:**

**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.  
*These changes would modify the functions of the General Education Assessment Committee to better reflect the committee's duties and responsibilities. In addition, GEAC would be expected to report periodically to its parent committee, UCGE. Finally, the ex-officio membership of the Director of Institutional Effectiveness and Accreditation is amended to reflect the new title of the Office of Institutional Research.*

**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:

1640.90

GENERAL EDUCATION ASSESSMENT COMMITTEE

[created July 2015]

Proposed Amendments, April 2017

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 Effectiveness and Accreditation~~, or designee, will provide coordination and leadership.

A-2. The GEAC ~~meets to norm and score assessment artifacts~~ is charged with coordinating assessment of General Education.

A-2-a. GEAC will have primary responsibility for assessing the Integrative Studies segment of the General Education curriculum: ~~ISEM 101, ISEM 301~~ and the Senior Experience through direct, indirect and face-to-face measures.

A-2-b. Working with University of Idaho members of the State Board of Education's General Education Task Force, GEAC will annually assess a representative sample of General Education Matriculation (GEM) courses.

A-2-c. The committee will ~~and to~~ review assessment findings, report regularly to UCGE, and make recommendations based on its findings to UCGE as well as to instructors who teach General Education courses.

[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 ten members as follows: Director of General Education as Chair, Director of Institutional ~~Research and Assessment Effectiveness and Accreditation~~, or designee, one UCGE member, two undergraduate students, and five members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining 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. In consultation with the chair of UCGE, ~~the~~ Director of General Education is responsible for the selection of committee members. [rev. 7-16]



## POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

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

**Chapter & Title:** FSH 1640.20 – University Budget and Finance  
**Committee** \_\_\_\_\_

*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](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

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

**Originator(s):**

**4/10/2017**

(Please see FSH 1460 C)

**Telephone & Email:**

**[dwoolley@uidaho.edu](mailto:dwoolley@uidaho.edu)**

**Darryl Woolley, Chair, UBFC,**

Name

Date

**208-885-7300**

**Policy Sponsor:** (If different than originator.) **Patrick Hrdlicka, Chair, Committee on**  
**Committees, 4/10/2017**

**Telephone & Email:**

Name

Date

**208-885-0108, [hrdlicka@uidaho.edu](mailto:hrdlicka@uidaho.edu)**

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

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

A revision to the committee structure of the UBFC is proposed. The proposed changes seek to increase the number of voting members and ensure broader representation of colleges and vice presidential areas.

**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.

N/A

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

## UI FACULTY-STAFF HANDBOOK

### CHAPTER ONE:

#### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January 2017

### 1640.20

#### UNIVERSITY BUDGET AND FINANCE COMMITTEE

*[created January 2005; replacing previous Institutional Planning and Budget Advisory Committee]*

#### A. FUNCTION. The function of the University Budget and Finance Committee is

**A-1.** To advise the president, provost and the vice president for finance on matters pertaining to operating and capital budgets. The Committee will periodically review policy matters regarding the use of state appropriated funds, university expenditures (e.g., salaries, benefits, operating costs, capital outlays, etc.), operating and strategic reserves, long and short term capital plans, and deferred maintenance plans. *[ed. 7-06, rev. 2-11, 7-15]*

**A-2.** To be involved strategically in the university budget process. The Committee may help define the budget process and goals, and participate in university budget hearings and meetings. *[rev. 7-15]*

**A-3.** To initiate and/or respond to the study of budget and financial policies and issues. *[rev. & ren. 7-15]*

**A-4.** To provide periodic reports to Faculty Senate and Staff Affairs on matters pertaining to university finances and budgets. *[ed. 7-09, ren. 7-15]*

**B. AGENDA.** The agenda of each meeting will be set by the Chair of the committee in collaboration with the vice president for finance and/or the provost. The vice president for finance is the point of contact for the committee and is responsible for notifying the committee of relevant meetings dealing with university finances and budgets. The Senator ~~in the second year, or designee,~~ on the Budget and Finance Committee is responsible for reporting ~~to the senate~~ activities of the committee to the senate. *[ed. 7-06, rev. 2-11, 7-15]*

**C. STRUCTURE AND MEMBERSHIP.** The committee is composed of ~~193~~ voting members, plus ~~43~~ nonvoting members. The voting members will consist of ~~seven~~ ten ~~eleven~~ faculty, ~~four~~ ten selected by Committee on Committees (preferably, one faculty member from each academic college and one representative from faculty-at-large), and ~~three~~ one Senators elected from the Faculty Senate; ~~three~~ five staff, ~~(not associated with the university financial or budget offices)~~ one from each vice presidential area ~~elected~~ nominated by Staff Council; and ~~three~~ students (selected by the Committee on Committees from nominations provided by the Associated Students of the University of Idaho, Graduate & Professional Student Association and the Student Bar Association). Ex Officio (w/o vote) member ~~ship~~ includes: Provost and Executive Vice President, Vice President for Finance, and Budget Director ~~Office representative, Director of Institutional Research and Assessment~~. *[rev. 2-11, 7-15, 7-16]*

The committee's chair will be selected by the Committee on Committees from one of the ~~seven~~ eleven faculty members. ~~A broad representation of faculty, staff and students across the various colleges of the university is expected.~~ *[ed. 7-09, rev. 2-11, 7-16]*



## POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

**Administrative Procedures Manual [APM]**  Addition  XXX Revision\*  Deletion\*

Emergency

Minor Amendment

**Chapter & Title:** APM 30.12 – UI Computer Use Policy

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

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

**Originator(s):**

(Please see FSH 1460 C)

**Telephone & Email:**

Mary George 1/30/17  
Name Date  
maryg@uidaho.edu 885-5222

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Dan Ewart  
Name Date  
dewart@uidaho.edu 885-2271

**Reviewed by General Counsel**  Yes  No Name & Date: Casey Inge & Kent Nelson – May 2016-Jan 2017

- 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 current computer use policy is very old and outdated. Much of the policy is specific to certain technologies (email, directories, etc.) or needs to be placed in an area that can be updated easily (with proper structure) when technologies, phone numbers, procedures, etc. change. The new policy should be succinct, but broad enough to cover all of the existing issues (and more) without being specific to the types of systems or technology resources, which is what this new policy is intended to accomplish. ITS will maintain publicly-available, published information on technology standards and will have a published process for ensuring that any changes made to the standards are suitably vetted.

The current computer use policy addresses the following topics:

1. State law, university policy
2. Commercial/political/personal benefit use
3. Accessing directories, files, and emails
4. Electronic files as public records
5. Unauthorized machine access, decryption, unauthorized privileges
6. Removal/transferring software
7. Sharing accounts
8. Password protection
9. Leaving a computer
10. Sensitive personal information storage
11. Disturbing others, food in computer labs, inferring w/ system operation
12. Sending offensive messages

13. Consuming unreasonable amount of resources
14. Playing games on computers

The new policy updates the language to cover the responsibilities of users and systems:  
(Below are the topics covered in the rewritten policy. Numbers indicate existing policy topics that are covered in the new policy re-write)

- Federal & state laws (1)
- Personal conduct (11)
- Privacy - new
- UI policies & procedures (1, 2)
- Security and privacy of devices and data (3, 5)
- Reporting violations - new
- Unauthorized & attempts to access unauthorized resources (3, 5, 6, 7)
- Intercepting/hindering traffic
- Access, destroy, modify data/systems (5, 6)
- Commercial/political/personal benefit/use (2, 14)
- Unlawful, obscene, defamatory (12)
- Personal safety, security
- Copyright, copying files (6, new)
- References to various codes and legislation (1)

Notes:

Topic 4 – Is not specifically covered in this new policy. Our FSH 6520/APM 65.03 & 65.06 – also does not specifically cover this information item, but is somewhat close. It would seem that the records management section in the APM (65.##) may be a more suitable spot to discuss that any type of records (paper or electronic) are university property—if we want to add this to our university policies?

8, 9, 13 – Will be covered in ITS standards documents and subsequent other IT policy revisions in progress.

10 – Covered in the new data classification policy – APM 30.11.

11 – This will be covered in ITS computer lab-specific info

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

This should reduce UI's risk exposure by having a policy that clearly states the obligation of all persons and systems that access UI technology resources and allows flexible access to create technology-specific updates as needed in related standards documents. Reducing risk should reduce costs associated with technology security breaches or issues which can amount to millions of dollars in costs.

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

We have reviewed all of the "IT-related" policies within the UI and the State ITA office. We did reviews of other universities IT policies and compared the topics covered in their acceptable use policies with ours. We came up with a prioritized list of topics that should be covered by this policy, while ensuring that we are covering all of the existing topics somewhere. We have a number of worksheets that show all of the related "IT" topics and the current policies that are related or similar to this change. We can send those files, if needed, please ask. They are quite huge and may require some additional explanation.

**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.

## **APM 30.12 -- Acceptable Use of Technology Resources**

**Created/updated date:**

**Preamble:** The University of Idaho (UI) provides access to technology resources in order to support its instruction, research, outreach, and service missions; administrative functions; and student and campus life activities. This policy sets forth the rights and responsibilities of users of UI technology resources and the measures that may be taken by the institution to ensure the integrity of UI technology resources and compliance with applicable law and policy.

### **Contents:**

- A. Definitions
- B. Policy
- C. Scope
- D. Exceptions
- E. Process/Procedure
- F. Contact Information
- G. References

### **A. Definitions.**

#### **A-1. Technology resources**

- All University owned, operated, leased, or contracted computing, networking, telecommunication, and information resources;
- All information maintained within the University's computing resources;
- All voice and data networks, telecommunications and communication systems and infrastructure; and
- All technology resources including all hardware, software, applications, databases, and storage media.

**A-2. Data owner.** The senior university college/division/departmental executive with direct responsibility for all access and use of designated types of data. Use of this term, in connection with this policy shall not affect university claims or rights of ownership of data or ownership of third party data in the possession of the university.

**B. Policy.** UI provides access to and use of its technology resources to its students, staff, faculty, and others, in order to support its mission. Access and use of UI technology resources is a privilege and requires that users of such technology resources act responsibly. Users shall only access and/or make use of UI technology resources in a manner that is consistent with applicable federal and state laws and Idaho State Board of Education and UI policies and procedures. Users accessing UI technology resources have no expectation of privacy with respect to such uses. Please

note that applicable laws and policies are not limited to those specifically addressing access to and use of computers and networks; they may also include, but are not limited to, laws and policies related to personal conduct. (See FSH 3170 B-7)

**B-1. User Responsibilities.** Users of University of Idaho technology resources must:

- a. Follow all applicable federal and state laws;
- b. Follow all UI policies and procedures and IT standards;
- c. Actively maintain the security of all devices accessing UI technology resources or being used to access, store, or process UI-maintained data.
- d. Actively maintain the security and privacy of university data or UI-maintained third party data and store such data only in authorized locations, consistent with UI policies and standards.
- e. Report privacy, security, or technology policy violations to the UI ITS Security Office.

**B-2. User Actions Constituting Misuse of UI Technology Resources.** User actions, such as those described below, of University of Idaho technology resources shall be considered misuse of UI technology resources:

- a. Utilizing any identity or account not specifically assigned by UI to the user;
- b. Hindering monitoring, or intercepting another user's network traffic, except as expressly authorized by the UI;
- c. Attempting to access, disclose, destroy, use, or modify university systems or data without authorization of data owners;
- d. Using technology resources for partisan political or campaign activities (see FSH 6230), such as participating or intervening in a campaign for public office or making technology resources available to a candidate, campaign, political party, or political actions committee (see also FSH 3170 B-10).
- e. Using technology resources for commercial purposes (including but not limited to personal financial gain)
- f. Using university resources for personal, non-commercial purposes, excluding uses such as checking of personal email or access to the internet, when such activities do not interfere with an individual's employment responsibilities at UI or give rise to a cost to UI.
- g. Using technology resources for unlawful communications or activity, including threats of violence, obscenity, child pornography, defamation, harassing communications (as defined by law), such as cyberstalking or other similar activities in violation of stalking laws;
- h. Using technology resources for the creation or transmission of materials which may put any person's personal safety at risk;

- i. Using technology resources for unauthorized access to any system or network;
- j. Engaging in the unauthorized copying, distributing, or transmitting of copyrighted materials (see FSH 5300), such as software, music, or other media.

**B-3. Noncompliance.** Non-compliance with this policy may result, depending upon the nature of the non-compliance, in the user's account or access to UI technology resources being temporarily suspended or disabled or permanently terminated. In the case of temporary suspension, UI may require implementation of certain remedial measures or satisfaction of certain educational courses prior to reinstatement of the user's account or access. Additionally, the user may be referred for institutional sanctions to the appropriate university disciplinary body and may be subject to civil and criminal penalties.

**B-4. Remediation.** The University may take any actions it deems necessary to protect and manage the security and integrity of its technology resources, including but not limited to temporarily suspending or disabling user accounts or limiting the available resources through traffic shaping, data caps, or other measures.

**C. Scope.** This policy applies to all users of University technology resources, whether or not formally affiliated with UI and whether on a UI campus or accessing and using technology resources from remote locations.

**D. Exceptions to the Policy.** Sections B-3(d-f) do not apply to students, guests, or residents in university housing except when such uses are in violation of federal or state law, or give rise to a cost to UI.

Other exceptions to this policy may be submitted in writing to the UI Information Security Officer who will assess the risk and make a recommendation to the UI-CIO.

**E. Process/Procedure/Standards.** Given the changing nature of technology, users are encouraged to regularly review the latest IT standards on the ITS website for specific guidance on acceptable uses of technology resources.

**F. Contact Information.** The ITS Information Security Office ([its-security@uidaho.edu](mailto:its-security@uidaho.edu)) can assist with questions regarding this policy and related standards.

**G. References.**

Federal Information Security Management Act (FISMA) -  
National Institute of Standards and Technology (NIST) SP-  
800-53, Revision 4  
UI - FSH 2300 – UI Student Code of Conduct

UI - FSH 3170 – University Ethics

UI - FSH 5300 - Copyrights, Protectable Discoveries and Other  
Intellectual Property Rights

UI - FSH 5700 – Research Data

UI – APM 30.11 - University Data Classification and Standards

UI - APM 45.19 - Export Controls, U.S.

UI – APM 65.02 - Records Inventory, Retention and Disposition

UI – APM 65.06 - University Electronic Records Management

Guidelines



## POLICY COVER SHEET

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

[3/09]

**Administrative Procedures Manual [APM]**  Addition  X Revision\*   
 Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM 40.10 UNIVERSITY SPACE

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

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

**Originator(s):** Mary George 2/15/17  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-5222 maryg@uidaho.edu

**Policy Sponsor:** (If different than originator.) Dan Ewart 2/15/17  
 Name Date  
**Telephone & Email:** 885-2271 dewart@uidaho.edu

**Reviewed by General Counsel** \_\_\_Yes \_\_\_X\_\_\_No Name & Date: \_\_\_\_\_  
 This policy has been reviewed and approved by VP Daniel Ewart and AVP Brian Johnson.

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.

These policy revisions started as an initiative to remove all references to the now-defunct Division of Finance and Administration. The existing University Space policy is outdated and has references to non-existent areas. We also took action to organize all of the policy content into the Policy section and remove non-policy, informational and process/procedures narrative. That information and process will reside within the Facilities department's published websites – linked to the policy document. The policy also reflects the new name of the space committee and its responsibilities.

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

There should be no fiscal impact to these revisions. It may help decrease risk for the university, since it is now clearly stated, in the policy section, that departments cannot lease property or space without the proper approvals in place, where before it was buried in the procedures section.

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

There were a number of policy revisions submitted last year (2016) that were meant to clean up the outdated DFA references. That is the only relationship to this policy that we are aware of.

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.

## 40.10 – University Space

Created April 13, 2009

### A. Definitions

**A-1. Unit:** refers to primary management units within the University of Idaho (University), including recognized colleges, administrative centers, ~~such as the Division of Finance and Administration, or the Research Office units,~~ and recognized University Centers located ~~remoteremotely~~ from the main Moscow campus, ~~such as Idaho Falls.~~ [rev. 7-16]

**A-2. President:** refers to the President of the University of Idaho, or his/her designee, having final authority over space policies, procedures, and allocations at university sites statewide.

**A-3. Space Advisory Council (SAC).** The SAC is a group established with the goal of providing advisory input regarding the development and implementation of University of Idaho space related policies and processes and to serve as an impartial reviewer for resolution of space issues not resolved through the routine policies and processes. SAC membership will be determined by the President and will normally include representative stakeholders from entities such as Executive leadership, Staff Council, Faculty Senate, ASUI, and Facilities.

### B. Policy

**B-1. Policy Statement.** All University owned or operated buildings, space, and land, regardless of fund source or location, or use by a particular Unit, are assets of the University as a whole, and are subject to assignment or reassignment to meet the overall needs and best interest of the University. Long-range planning for optimum use of these valuable University assets is a continuing process. Policies and procedures that guide space assignment and reassignment are the responsibility of the ~~Space Governance Group (SGG), created herein.~~ President. Unless otherwise specified by the ~~Provost~~ President, space assigned to a Unit may be reassigned by the Unit leader or reallocated within and among internal divisions or departments of the Unit to meet its goals and purposes, consistent with accreditation needs of the University and University space and facilities policies. Any ~~assignment~~ reassignment of space between one Unit and another is subject to prior approval by the ~~Director, Architectural and Engineering Services (AES)~~ President and may necessitate ~~action~~ by input from the ~~SGG, as outlined in D.4., below~~ SAC.

~~**B-2. Criteria for space assignment.** Space assignments are made as provided herein after consideration of all relevant factors, and consultation with the Unit(s) involved. Criteria governing assignment and reassignment of University space are (in no particular order):-~~

- ~~•—University strategic priorities~~
- ~~•—space utilization guidelines~~
- ~~•—productivity of program~~
- ~~•—accreditation standards~~
- ~~•—appropriateness of space for function to be served~~

- ~~• physical proximity in cases where programs are enhanced by close geographical location~~
- ~~• accessibility requirements of program~~
- ~~• level of disruption of ongoing activities~~
- ~~• restrictions related to grants, donor intent, etc.~~
- ~~• other factors as may be warranted on a case-by-case basis~~

~~**C. Space Governance Group (SGG).** The SGG is established with the goal of providing guidance and oversight for the development and implementation of space related policies and processes and to serve as an impartial review and decision-making body for resolution of space issues not resolved through the routine policies and processes. There shall be no less than ten (10) members of the SGG, with membership to include: Provost (Chair), Vice President Finance & Administration, Vice Provost Academic Affairs, Vice President Research, Assistant Vice President Facilities, Assistant Vice President Auxiliaries, Registrar, Manager of Sponsored Programs, or their designees, and a Facilities Planner, and a Faculty member. To the extent titles change, the person with the most equivalent title to the title listed herein shall fill the position, unless otherwise designated by the Provost. Membership that is not otherwise determined by positions listed herein, shall be determined by the Provost, and such selected members shall serve a minimum of two (2) years on the SGG.~~

~~**D. Procedures:**~~

~~**D-1. Reassignment of space within a Unit.** Assignment of campus space is documented and maintained in the Space Module of the FAMIS software, managed by the AES department within Facilities. FAMIS links with the Banner and R-25 software packages to assist in managing a multitude of data supporting campus operations. Units are to notify the AES department when changing space allocation and/or room uses within the Unit and complete an annual space audit to confirm space allocation and room usage.~~

~~**D-2. "Offsite" Space Needs.** In the event University controlled space is inadequate or unavailable, universityUniversity program space needs may be addressed through leasing property not owned or otherwise controlled by the University. All lease agreements must be signed by the Vice President for Finance and AdministrationInfrastructure or designee, and where required, must be authorized by the Board of Regents for the University prior to execution. Prior to submission to the Vice President or Board of Regents, the University Real Estate Officer is assigned responsibility to review, process, and coordinate all University leasing activity and ensure adequacy of leasing terms and compliance with University policies. Proposals for leasing must be consistent with universityUniversity program priorities and budgetary confirmation of the financially responsible party within the University, and shall be approved by the responsible Unit administrator (e.g. Deandean, appropriate VP) prior to initiation of lease negotiations by the Real Estate Officer.~~

~~**D-3** Assignment of campus space is documented and maintained by the Facilities department. Units are to notify Facilities when changing space allocation and/or room uses within the Unit and complete an annual space audit to confirm space allocation and room usage.~~

## C. Procedure.

**C-1. Requesting Campus Space.** Units desiring additional existing University space are to complete and submit a University Space Request Form, found at <http://www.dfm.uidaho.edu/default.aspx?pid=81452>. <http://www.uidaho.edu/infrastructure/facilities/aes>.

## ~~D-4. Space Request Process:~~

- ~~• Unit identifies need for space.~~
- ~~• Unit administrator is encouraged to meet need within currently assigned space. If unable to do so,~~
- ~~• Unit endorses and submits request for new space.~~
- ~~• Request is reviewed/analyzed by the Director of AES, or designee.~~
- ~~• Input from impacted stakeholders is sought (public announcement period)~~
- ~~• Requests for small spaces (those generally under 1000sf) and which are uncontested and in alignment with space assignment and utilization policies may be approved by the Director of AES, or designee, with the outcome shared with the SGG.~~
- ~~• All other requests are forwarded to the SGG with a recommended solution. Stakeholders are invited to take part in discussion. SGG concludes review and makes final determination.~~
- ~~• Director AES advises unit of SGG's decision.~~
- ~~• Stakeholder(s) may appeal a determination to the SGG and, ultimately, the Provost.~~

## ~~D-5. See graphic portrayal of the process below:~~



# University of Idaho

## POLICY COVER SHEET

(See *Faculty Staff Handbook 1460* for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://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:** 45.15 Subawards and Subcontracts

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

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

**Originator(s):**

(Please see FSH 1460 C)

**Telephone & Email:**

Sarah Martonick 2/10/2017

Name Date

885-2145 smartonick@uidaho.edu

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Casey Inge

Name Date

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

- I. Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. National Science Foundation is performing an audit of policies and procedures related to Subawards and Subcontracts at the University of Idaho, via the Office of Sponsored Programs. This chapter of the APM requires revision to be compliant with the Uniform Guidance at 2 CFR 200 and OSP updated policies which conform to the Uniform Guidance.
- 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. None in APM or FSH.
- 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. We request emergency update of APM 45.15 by February 17, 2017 – this is the date National Science Foundation has requested audit materials.

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

Policy Coordinator  
Appr. & Date:

\_\_\_\_\_  
[Office Use Only]

*FSH*

Appr. \_\_\_\_\_

FC \_\_\_\_\_

GFM \_\_\_\_\_

Pres./Prov. \_\_\_\_\_

\_\_\_\_\_  
[Office Use Only]

Track # \_\_\_\_\_

Date Rec.: \_\_\_\_\_

Posted: t-sheet \_\_\_\_\_

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Register: \_\_\_\_\_

\_\_\_\_\_  
(Office Use Only)

*APM*

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

\_\_\_\_\_  
[Office Use Only]

**45.15 – Subawards and Subcontracts**February ~~8, 2012~~ 14, 2017

**A.- General.** This section applies to all sponsored project subawards or subcontracts which may be issued by the University of Idaho (University) to other qualifying institutions for the purpose of completing some portion of the sponsored project work. ~~These subrecipients~~ are responsible for conducting their portion of the work in conformity with the laws, regulations, and terms and conditions that govern the prime award funding to the University. ~~The University, via its faculty and staff,~~ is responsible for monitoring ~~subrecipients~~ for both programmatic and fiscal compliance. To satisfy federal regulations, all subawards and subcontracts issued, regardless of the funding source, must be managed consistently with this section. *[rev. 2-12]*

Note: For subawards and subcontracts issued prior to December 26, 2014, the provisions of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, may apply in lieu of 2 CFR Part 200. [add. 2-17]

**B. Definitions:**

**B-1. Subaward/Subcontract:** An award ~~of funding issued subsidiary to a provided by a~~ prime award, ~~such as grant and/ recipient or contract, cooperative agreement, or similar agreement.~~ a pass-through entity to a subrecipient for the subrecipient to carry out part of the Federal award receive by the pass-through entity. For the purposes of this APM section the term “subaward” will be used to refer to both subawards and subcontracts. *[rev. 2-12, 2-17]*

**B-2. Subaward Agreement:** A contractual obligation on the part of the subrecipient to perform a portion of the scope of work funded by an outside sponsor. ~~Such agreements not only identify the work to be conducted by the subrecipient, but also provide and establish the applicable laws and regulations, flow-down provisions from the prime award, and any other terms and conditions that the subrecipient must meet.~~ *[add. 2-12]*

**B-3. Subrecipient:** A ~~third-party non-Federal~~ entity that ~~is awarded~~ receives a ~~portion of the funding under~~ subaward from a ~~sponsored project by the prime institution or~~ pass-through entity, ~~in order to carry out part of a portion Federal program; but does not include an individual that is a beneficiary of the programmatic effort under that project. such program.~~ Subrecipients may be educational institutions (domestic or foreign), non-profit organizations, or for-profit organizations. Individuals, including those who are beneficiaries of a subaward, are not considered subrecipients. ~~Per federal regulations, individuals are considered vendors and therefore require a different contract mechanism. For assistance with determining the appropriate contract mechanism for a vendor relationship, contact Purchasing Services.~~ *[ren. & ed. 2-12, rev. 2-17]*

**B-4. Vendor:** A dealer, distributor, merchant, or other seller who provides goods or services to many different purchasers within their normal course of business. Goods and services purchased from a vendor may be used in support of a sponsored project, but are not considered a substantive contribution to the programmatic effort. *[ren. & ed. 2-12]*

**B-5. Pass-through Entity:** A non-federal entity that issues a ~~subcontract~~ subaward to a subrecipient to carry out a sponsored project. The pass-through entity may be either a primary or a subaward recipient. In functioning as a pass-through entity an institution assumes

responsibilities more typically associated with an award sponsor. The University is considered a pass-through entity for each subaward that it issues. *[ren. & ed. 2-12, ed. 2-17]*

**C. Policy.** A subaward may be issued by the University, acting as either the prime award recipient or a pass-through entity, to an eligible subrecipient in support of a sponsored project. - The scope of work to be carried out by the subrecipient must involve substantive programmatic effort or decision making that is beyond mere analytical work for hire. -It must be of such significance to the project that the collaborator at the subrecipient institution will participate in the preparation of results, publication and/or presentation of the project. -In most instances the work will be accomplished by the personnel of the subrecipient, and will use the subrecipients' facilities and resources. (See Section D for additional clarification on the difference between subcontracts and procurement of services). -A written subaward agreement ~~will~~shall be used to formalize the relationship between the University, as the prime institution or pass-through entity, and the subrecipient. *[add. 2-12, ed. 2-17]*

**C-1. Federal Requirements.** Federal regulations ~~and procedures, specifically Office of Management and Budget (OMB) Circular A-133 (Audits of States, Local Governments, and Non-Profit Organizations), identifies, 2 CFR Part 200 (effective December 26, 2014), identify~~ the "pass-through entity" as the administrative mechanism by which federal funds awarded to one institution may be distributed to another institution as a subaward. ~~A-1332~~ 2 CFR Part 200 requires institutions acting as pass-through entities (e.g. issuing subawards) to assume administrative and monitoring obligations similar to those ~~associated with those~~ of a federal agency overseeing the activity of a primary recipient ~~[see A-133, § 5400(d)]-2 CFR Part 200.331].~~ These responsibilities include, but are not limited to: *[ren. & ed. 2-12, ed. 2-17]*

- Conducting risk assessments of potential subrecipients;
- advising subrecipients of all applicable federal laws and regulations, and all flow-down terms and conditions from the primary award;
- regularly collecting and reviewing subrecipient technical and fiscal performance reports;
- performing on-site visits, as deemed necessary;
- analyzing ~~A-133~~audit reports as required by 2 CFR 200 and other such audit reports filed by subrecipients; *[rev. 2-17]*
- evaluating any corrective actions proposed by subrecipients in response to audit findings;
- assessing and enforcing sanctions for subrecipients in cases involving the inability or unwillingness to undergo required audits or correct non-compliant activity.

Defects in either the management of the subaward by the subrecipient or of the administration of the subaward by the pass-through entity may subject the pass-through entity to substantial penalties. *[ed. 2-12]*

**D. Process/Procedures.**

**D-1. Proper Classification of Subawards.** A critical first step in the administration of subawards is the proper classification of the transaction as a subaward (as opposed to another type of procurement action such as a service/consulting agreement or a purchase order) at the proposal stage of a project. Incorrect classification may result in the Principal Investigator (PI) having insufficient funds to successfully complete the proposed scope of work. It may also create significant delays in processing the subaward and may, in rare cases, endanger the viability of the project. *[ed. 2-12]*

At the time funding is first requested from a sponsor the PI has primary responsibility for determining the correct classification of costs associated with services provided by third parties. The Office of Sponsored Programs (OSP) should be contacted with any questions regarding proper classifications of transactions. *[ed. 2-12]*

The University uses the characteristics outlined in ~~OMB Circular A-133, Subpart B, §2102 CFR 200~~ as a starting point when classifying subawards and other procurement transactions. *[ed. 2-12, 2-17]*

**a) Subawards.** Some of the factors which may result in the University categorizing funds to be issued to a third party as a subaward, and the third party as a subrecipient include, but are not limited to: *[ren. & ed. 2-12]*

- the programmatic involvement of the third party is identified as a separate scope of work, with a separate budget and separate approval by the third party;
- the third party's performance is measured against the objectives of the sponsored project;
- the third party has responsibility for programmatic decision making;
- the third party assumes responsibility for adherence to any applicable program compliance requirements of the sponsor; and
- the third party will use funds to carry out a sponsored project for the University, as opposed to providing goods or services.

**b) Procurement.** Factors that may result in the University categorizing funds to be issued to a third party as a procurement action, and the third party as a vendor include, but are not limited to: *[ren. & ed. 2-12]*

- the third party provides the goods or services within its normal business operation
- the third party provides similar goods or services to many different purchasers
- the third party operates in a competitive environment
- the third party provides goods or services that are ancillary to the operation of the sponsored project
- the third party is not subject to the compliance requirements of the sponsor

#### **D-2. Proposal of a Subaward.** *[ren. & ed. 2-12]*

**a) Determination of the Need for a Subaward.** The PI is responsible for deciding whether a subaward or other procurement action is necessary for the success of a University sponsored project. The PI, with the guidance of OSP, is also initially responsible for determining which funding mechanism and classification is appropriate for the third-party activity proposed (See Section D-1 above). *[ren. & ed. 2-12, rev. 2-17]*

**b) Selection of a Subrecipient.** Selection of a subrecipient by a PI must be based on his or her assessment that the subrecipient has the ability to perform the required research successfully. -This assessment should address the subrecipient's past performance, technical resources, and financial viability and results of previous audits, as well as the reasonableness of the subrecipient's proposed costs for the work to be conducted under the subaward. *[ren. 2-12, rev. 2-17]*

In order to assist the PI in the evaluation of the proposed subrecipient and to facilitate the proposal process, the University requires the subrecipient to provide the following documents prior to submission of the proposal to the prime sponsor. This is not a comprehensive list and additional documents may be required of the subrecipient by the University- prior to proposal submission and/or subaward issuance. [rev. 2-12, 2-17]

- **Statement of the scope of work** to be undertaken by the subrecipient. -This scope of work must be approved by the University PI.
- **Budget and budget justification.** - This must include the direct and indirect costs of the subrecipient, calculated using the subrecipient's approved F&A and fringe benefit rates, and confirming any committed cost sharing, subject to the limitations of the prime sponsor. -The budget provided by the subrecipient must be approved by an individual authorized to contractually commit the institutional resources of the subrecipient.
- **Letter of support** from the subrecipient's institutional official indicating its commitment to perform the scope of work proposed, assuring the accuracy and reasonableness of the budget and any cost share commitment, and agreeing to enter into a subaward, if the proposal is funded. -See the Forms section of the OSP website for the University's Letter of Support form. [ed. 2-12]
- **All sponsor-required representations, certifications, and assurances of compliance** (e.g., Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions, etc.) by the subrecipient institution.
- A subrecipient commitment form documenting the subrecipient's eligibility to receive federal funding and compliance with required federal regulations. [add. 2-17]
- **Additional documentation** required by program sponsor (e.g., certification of cost or pricing data, biosketches of key subrecipient personnel, etc.)

These documents are expected to conform to all sponsor requirements that apply to the University's proposal. PIs must also ensure that all materials provided by the proposed subrecipient are in the required format. PIs are encouraged to coordinate with OSP to ensure that the subrecipient materials provided are compliant with University and sponsor guidelines and regulations. For complex proposals involving multiple subrecipients, each subrecipient must provide the documentation listed above; and each subaward will be evaluated separately, based on the information provided.

The PI must request that the subrecipient submit its proposal documents at least **two (2) business days** before the PI is required to submit the University's proposal to OSP (see D-2 c.iv.). This will allow both the PI and OSP sufficient time to review the documents and make any required changes before the proposal is due. [rev. 2-12]

**c) Considerations when incorporating the subrecipient proposal into the University proposal.** [ren. 2-12]

**i) Facilities and Administrative (F&A) Rates for Proposals including Subawards:** Proposals including subawards include (at least) two types of F&A costs: Subrecipient F&A costs and University F&A costs. -A subrecipient is expected to apply its own federally-negotiated F&A rates and direct-cost bases in the preparation of its

budget, unless a lower rate has been authorized by the subrecipient's institutional official or the F&A rate is limited by the prime sponsor.

~~Alf the subrecipient has a federally negotiated rate, a~~ copy of the ~~subrecipientsubrecipient's~~ federally-negotiated F&A rate agreement must be submitted *prior* to proposing the ~~issuance of a~~ subaward. [ren. & ed. 2-12, rev. 2-17]

If a subrecipient does not have a federally-negotiated F&A rate, the University will not allow F&A costs over the de minimus 10% MTDC rate prescribed in 2 CFR Part 200.414 to be included within the subrecipient's proposal, unless a rate can be negotiated between the subrecipient and the University. - The Cost Accounting Unit of OSP is responsible for the negotiation of F&A rates with subrecipients who do not have a federally-negotiated rate. [rev. 2-12, 2-17]

*Any waiver of University F&A costs associated with a subaward requires the prior approval of the Vice President for Research and Economic Development pursuant to [FSH 5100 J-1](#) and APM 45.10 C.* [rev. 2-12]

**ii) Audit Requirements for Proposals including Subawards:** If the proposed subrecipient is subject to ~~OMB Circular A-1332~~ CFR 200, it must provide a complete copy of its most recent independent audit used to meet ~~A-1332~~ CFR 200 audit requirements, or a link to its audit record at the Federal Audit Clearinghouse, prior to issuance of a subaward. -OSP, in accordance with its responsibility for assessing the risk level of the subrecipient, must review the audit and verify that there are no findings that may negatively impact the proposed University award. - [ed. 2-17]

**iii) Subaward Conflicts of Interest:** The ~~PI~~University must ensure that there are no conflicts of interest involved in awarding funding to the subrecipient, and that any situation that could result in a conflict is reported and managed, if appropriate to do so, consistent with FSH 5600, ~~6240, and FSH 3170-5650,~~ 6240, and FSH 3170. In addition to Conflict of Interest as defined in FSH ~~6240~~6240, Conflict of Interest in relation to subrecipients shall also include situations where i) the University PI has ownership or substantial equity in the subrecipient; or -ii) the University PI (or a member of his or her family) will receive individual gain from such an arrangement. -Subawards shall not be authorized until a disclosure of the potential conflict of interest is filed and a management plan is approved pursuant to FSH ~~5600 and 6240-5600, 5650 and 6240~~. In certain circumstances, investigators for the subrecipient may also be required to submit disclosures of significant financial interests and comply with University policies on and University application of federal regulations for ~~conflict of interest-~~ financial conflict of interest. Subrecipient must also certify that they have a compliant conflict of interest policy under 2 CFR Part 200.112 and for EPA funding, subrecipient must comply with EPA's Conflict of Interest policy and 2 CFR Part 200.318. [ren. & rev. 2-12, 2-17]

**iv) Administrative Review of Proposal:** OSP reviews the University proposal and ensures that all items required of the subrecipient are included. It may be necessary for OSP to clarify costs or other items with the University PI or the subrecipient. -*In order to allow adequate time for administrative review, all proposals must be submitted to OSP no less than **four (4) business days** prior to the sponsoring agency's formal submission deadline.* [ren. & ed. 2-12]

- d) Inclusion of an Unanticipated Subaward after Submission of Proposal.** In certain cases, a PI may determine that a subrecipient is necessary to complete the performance of a project for which a proposal has already been submitted. -PIs seeking to add a subrecipient to a submitted proposal must provide OSP with the information and institutional authorizations normally required of a subaward at the proposal stage. -Because such changes to a proposal can affect the scope of work, methodology, and/or budget for a project, the PI should work through OSP to gain the authorized approval of the sponsor. — Subawards will not be issued without sponsor approval—, unless such approval is expressly waived by the sponsor. [ren. & rev. 2-12, rev. 2-17]

**D-3. Issuance of a Subaward:** Upon the receipt of a fully-executed prime award from the sponsoring agency, the PI and OSP shall collaborate in the preparation of the subaward. [ren. 2-12]

- a) Unit Requisition.** At the request of the PI, the Unit will prepare a University requisition to encumber the funds, using the expense codes E5171 for funding up to \$25,000, and E5172 for funding greater than \$25,000. This requisition, and the subsequently generated purchase order, will go through the Banner approval process. [ren. & ed. 2-12]
- b) Subaward Request Form.** The Subaward Request Form, including the relevant attachments, on the OSP website and the approved requisition or purchase order provide OSP with the information necessary for the issuance of a subaward. The subaward will incorporate the terms and conditions of the prime award, as well as the approved scope of work and budget and any terms and conditions specific to the subaward itself. *If the scope of work and/or budget for the subrecipient changes, that updated information must be provided to OSP.* [ren. & rev. 2-12, rev. 2-17]

The Subaward Request Form may be prepared for submission to OSP at any time, but should not be forwarded to OSP for issuance until the completed and approved requisition number can be included. [rev. 2-12]

- c) Subaward Review by the Office of Sponsored Programs.** Once OSP has received the Subaward Request Form and a purchase order has been approved in Banner, OSP will re-verify that the University is entering into an agreement with a qualified and eligible entity, and assess the "risk level" associated with entering into an agreement. [ren. & rev. 2-12]

If a subrecipient is subject to audit under OMB Circular A-133 CFR 200, it will generally be considered low risk, unless there are unresolved audit findings that might negatively affect its performance under the subaward. -Subawards for subrecipients considered to present a moderate or high risk to the University will include terms providing additional scrutiny of the subrecipient over the course of the contract—, pursuant to 2 CFR Part 200.331. For subrecipients determined to be "moderate" risk, this may include periodic invoice reviews and annual desk reviews. -Subrecipients considered to be "high risk" will be contractually required to provide vendor receipts and payroll reports along with their invoices and will~~may~~ not be allowed to rebudget without prior written approval from the University. Subaward terms for high-risk subrecipients will also oblige the subrecipient to submit to biannual desk reviews to ensure that funds are expended properly and other compliance obligations are met. -If

determined to be appropriate, a change in high-risk status may be granted after two years. -Invoice reviews and desk audits are conducted by the OSP Cost Accounting Unit. *[rev. 2-1, 2-172]*

**d) Special Considerations.** When dealing with foreign institutions, for-profit entities, and small businesses, additional considerations may need to be addressed by the PI and the OSP Contract Review Officer (CRO) (or delegate) during the preparation of a subaward. *[ren. & ed. 2-12, rev. 2-17]*

**i) Foreign Subrecipients.** Because some federal statutes, regulations and agency procedures may not apply to foreign subrecipients, special care must be taken to ensure that a subaward with a foreign entity contains all terms and conditions necessary to contractually establish the appropriate obligations of the subrecipient and to provide a mechanism for their enforcement. As with subawards to domestic entities, any terms and conditions specific to the prime award must be flowed down to the subrecipient.

**ii) For-Profit Entities.** Subawards issued to for-profit entities may include terms and conditions different from, or in addition to, those included in subawards to non-profit entities. Specific cost principles and administrative requirements are necessary when working with for-profit entities. Because some sponsors are prohibited by statute, agency regulations, or organization charter from extending funding support to for-profit entities, the prime recipient of an award must may need to obtain the approval of the sponsoring agency prior to any collaboration with a for-profit entity. *[rev. 2-17]*

**iii) Small-Business Subrecipients.** Issues involved in subawarding to small businesses are often a hybrid of the issues mentioned above. As for-profit entities, subawards for small businesses must contain terms and conditions flowed down from the prime award. However, these entities may not be familiar with federal requirements and thus may require additional information regarding compliance.

**e) Subaward Issuance.** After review, OSP will prepare the subaward agreement and forward it to the subrecipient for review and signature by the subrecipient's authorized official. *[ren. & ed. 2-12]*

**D-4. Post-Award Stage.** Once the subaward is in place, the PI and OSP will jointly monitor the activity of the subrecipient to ensure programmatic progress and compliance. OSP will provide a copy of the executed subaward to the PI and the Grants Administrator (GA) or College Finance Director, ~~along with a Subaward Checklist~~ to facilitate the monitoring process. *[ren. & ed. 2-12, rev. 2-17]*

**a) Programmatic and Other Monitoring by the PI.** The University PI bears primary responsibility for monitoring and evaluating the progress of the subrecipient toward fulfilling the programmatic goals and following any required procedures established by the subaward. This responsibility requires that the PI: *[ren. & ed. 2-12]*

**i) Maintain regular contact with the subrecipient in order to verify that the terms and conditions of the subaward are being satisfied.** The PI should have a thorough understanding of the prime and subaward terms and conditions to ensure the subrecipient's adherence to the subaward provisions. OSP will serve as a primary point of reference for the PI regarding questions on terms and conditions, and will collaborate with the PI in answering subrecipient questions related to

the terms and conditions, federal regulations, resolution of disputes, and issues related to breach of contract. *[ren. & ed. 2-12]*

**ii)** Monitor the substantive progress of the subrecipient by monitoring its progress against the scope of work and any deliverable deadlines included in the subaward. If programmatic progress is unsatisfactory, or if required technical reports or other deliverables are not produced in a competent and timely manner, the PI must work with OSP to address these issues with the subrecipient, documenting any issues raised and their resolution. If subrecipient performance continues to be inadequate, the PI must notify OSP, which will formulate remedial actions to be taken by subrecipient or impose sanctions. *[ren. & rev. 2-12]*

**iii)** Personally review and approve invoices submitted by the subrecipient, indicating that the quantity and quality of work completed for the period covered by the invoice was acceptable, and that it was performed in accordance with any timetable included in the subaward. By this approval, the PI also affirms that the expenditures for the subrecipient's portion of the project are reasonable, allowable, and allocable as defined by [OMB Circular A-21, S \(4\)\(d\)\(1\)-2 CFR Part 200 Subpart E](#). Entailed in the review of subrecipient invoices is an evaluation of the subrecipient's effort reporting and cost sharing contribution (if such commitments are included in the subaward) and of its application of the appropriate F&A rate. *[ed. 2-17]*

*Note: If a PI is not able to provide review and approval of the invoice in person, via email, fax, or other means of written communication, the PI may provide a written authorization for a person with firsthand knowledge of the technical performance of the subrecipient to sign during the period of unavailability. Notwithstanding the above, in the event of extraordinary circumstances, such as a dispute in relation to payment, OSP may sign off on and process an invoice for payment. In such event, OSP shall verify that payment to the subrecipient is warranted based on performance and factual circumstances. [ren. & ed. 2-12]*

**iv)** Verify that any human subject, animal use, biosafety, or other compliance approvals required by the work performed by the subrecipient are properly secured and maintained for the life of the subaward. If the subrecipient experiences a lapse in such approvals, the subrecipient is responsible for notifying the University. If the PI obtains knowledge of such lapse, they must notify OSP immediately. *[ren. & ed. 2-12]*

**v)** Ascertain whether the scope of work and/or budget for the subaward must be modified in order to allow additional time, funding, etc. If the PI determines that alteration of the subaward is required, timely notice must be provided to OSP (see D-6, Subaward Modifications). *[ren. & ed. 2-12]*

**vi)** Assist OSP in communicating with the subrecipient concerning any questions that may arise during the performance of the subaward and with audit inquiries. *[ren. & ed. 2-12]*

Please see FSH 5100-H on obligations of the PI pertaining to the conduct of research supported by sponsored projects. *[ed. 2-12]*

**b) Fiscal Monitoring.** Fiscal monitoring of the subaward is a responsibility shared by the PI, unit administrator/college finance

director, and OSP, with primary responsibility resting with the PI. Invoices approved and signed by the PI should be submitted to the unit administrator or college finance director for tracking of expenses and cost share. The invoice is then forwarded to OSP for review before being submitted to Accounts Payable. OSP uses submitted invoices as one means of monitoring compliance with award terms and conditions. [ren. & rev. 2-12]

**~~e) OMB Circular A-133 Audit and Other~~ Compliance**

**Monitoring.** As a prime recipient and a pass-through entity of federal awards, the University is required to monitor the activities of subrecipients to ensure that their portions of sponsored projects are performed in compliance with federal regulations, ~~OMB Circular A-133~~ [CFR 200.501](#) ~~audit regulations~~ [requirements](#), and the provisions of the award and the subaward. - In addition to the ongoing monitoring of subrecipient invoices, OSP regularly reviews subrecipient audit reports and, if necessary, performs desk reviews to ensure compliance. [ren. & ed. 2-12, [ed. 2-17](#)]

**D-5. Corrective Action Plans and Sanctions.**

**a) Corrective Action.** If an audit reveals that the subrecipient is not in compliance with federal regulations, audit regulations, or provisions of the subaward, OSP will issue a management decision on the audit findings. -If the subrecipient has already taken steps to correct the finding, this will be so noted in the management decision. -The management decision will state whether a finding is sustained, explain the reasons for the conclusion, and identify both the corrective action to be taken by the subrecipient and the timeframe in which this action must be completed. -The subrecipient is responsible for developing and implementing measures to correct all audit findings and must submit the corrective action plan to OSP for use when assessing subrecipient conformance with ~~OMB Circular A-133~~ [CFR 200](#) requirements. - OSP will approve the proposed action plan and will modify the plan as it deems necessary to rectify the audit finding. -The PI and unit will be informed of subrecipient noncompliance and will be asked to assist in monitoring the implementation of the approved corrective action plan by the subrecipient. -(See ~~OMB Circular A-133, §§ 315, 400(d), 405~~) [CFR Part 200](#)). [ren. & ed. 2-12, [ed. 2-17](#)]

**b) Sanctions.** OSP may impose sanctions on the subrecipient for its failure to: undergo an audit in keeping with ~~OMB Circular A-133~~ [CFR 200](#) requirements and/or special terms and conditions of the subaward agreement; undertake the performance of the subaward with reasonable diligence in adhering to applicable federal and state regulations and subaward terms and conditions; and/or submit or carry out a corrective action plan. Under such circumstances, OSP may withhold payment, withhold or disallow overhead costs, or suspend the subaward until necessary corrective measures are taken by the subrecipient. If resolution of identified issues does not occur within ninety (90) days, OSP will notify the subrecipient that it has thirty (30) days to comply or it will be considered to be in breach of the subaward agreement and the agreement will be terminated. [ren. & ed. 2-12, [ed. 2-17](#)]

**D-6. Subaward Modifications.** While the terms and conditions of a subaward usually are fixed for the duration of the contract, it may become necessary to modify terms and conditions of the subaward in order to ensure the success of the entire project. Should it be determined that amendments to the subaward are necessary, the PI must first contact OSP

in order to determine whether the University has the authority under the prime award to alter the subaward. If the University does not have this authority, the PI will need to work with OSP to obtain approval for the proposed subaward modification(s) from the sponsor. When a modification is required, the PI shall complete and submit a Request for Subaward Amendment Form to OSP. If additional funding is being provided, a Change Order to the existing purchase order must be completed in Banner prior to the modification being completed. After OSP receives the request form and the change order has been processed in Banner, if required, OSP will prepare an ~~addendum~~amendment to the subaward, incorporating the approved modifications into the subaward and will send the amendment to the subrecipient. A copy of the subaward amendment will be provided to the unit once it has been fully executed.  
*[ren. & ed. 2-12, ed. 2-17]*

**D-7. Subaward Closeout.** A subaward is considered closed when its performance period has come to an end and the conditions of the subaward have been fully met. Before a subaward can be closed out the following tasks must be completed: *[ren. & rev. 2-12]*

- An invoice marked as "final" and certifying that all costs were made in accordance with the subaward conditions must be received within the contract deadline.
- Before signing off on the invoice, the PI must verify that any required technical reports have been completed and obtained and that all provisions of the subaward have been fulfilled.
- Any closeout reports required by the prime sponsor (e.g. invention disclosure, property) must be received.
- Disposition of any equipment purchased under the subaward must be finalized. A determination must be made on whether this equipment may be vested with the subrecipient, or if title remains with the prime sponsor or the University.

Payment of the final invoice may be withheld until all required documents and deliverables have been received and approved. *[ed. 2-12]*

**E. Contact Information.** For questions or requests for additional information please contact the Office of Sponsored Programs at 208-885-6651 or [osp@uidaho.edu](mailto:osp@uidaho.edu). *[add. 2-12]*

**F. Sources of Federal Guidelines:** *[ren. & ed. 2-12]*

~~F-1. OMB Circular A-21: Cost Principles for Educational Institutions. Federal Acquisition Regulations.~~

~~F-2. OMB Circular A-133: Audits of States, Local Governments, and Non-Profit Organizations.~~

~~F-3. OMB Circular A-110: 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations.~~

~~F-4. Federal Acquisition Regulations. Awards~~ *[rev. & ren. 2-17]*



# POLICY COVER SHEET

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

[www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

**Administrative Procedures Manual [APM]**  Addition  X Revision\*  Deletion\*

Emergency

Minor Amendment

**Chapter & Title: APM 45.35 – University of Idaho Unmanned Aircraft Systems (“UAS”)**

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

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

**Originator(s):**

Dan LaHann

2/1/17

Name Date

(Please see FSH 1460 C)

**Telephone & Email:**

208-885-0174 dlahann@uidaho.edu

**Policy Sponsor:** (If different than originator.)

\_\_\_\_\_

Name Date

**Telephone & Email:**

**Reviewed by General Counsel**  Yes  No Name & Date: Casey Inge,  
12/21/16

- 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.
  - a. **In September of 2016, the FAA released Section 107, which reduced the requirements to fly small unmanned aerial vehicles commercially. This revision updates UI’s UAV policy to reflect this changes.**
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
  - a. **No impact.**
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
  - a. **No other changes.**
- 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:

## APM 45.35-- University of Idaho Unmanned Aircraft Systems ("UAS")

~~Updated: February 1, 2017~~ ~~Created: March 17, 2015~~

**Preamble:** *This policy, and the related policies and procedures described herein, is intended to ensure that the University operates any unmanned aircraft system in the furtherance of its educational, research, and service missions, as well as in compliance with applicable federal and state laws. This policy shall be effective immediately.*

### Contents:

- A. Definitions
- B. Policy
- C. Process/Procedure
- D. Contact Information

### A. Definitions.

A-1. **Aircraft** means any contrivance invented, used, intended to be used, or designed to navigate, or fly, in the air.

A-2. **Unmanned Aircraft System ("UAS")** means an aircraft that is operated without the possibility of direct human intervention from within or on the aircraft and associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to operate safely and efficiently in the navigable airspace of the United States under the regulatory authority of the Federal Aviation Administration ("FAA").

A-3. **Certification of Waiver; Certificate of Authorization ("COA")** means a Federal Aviation Administration grant of approval for a specific unmanned aircraft flight operation.  
Standard use of a UAS under the Section 107 does not require a COA. [rev. 2-17]

A-4. **Navigable Airspace** means the airspace of the United States above the minimum altitudes of flight prescribed by the regulations of the FAA, including airspace needed to ensure safety in the takeoff and landing of aircraft.

A-5. **Public Operation COA** means a COA grant by the FAA for a public aircraft operation. Public aircraft operations are those conducted by a public agency, like the University, in furtherance of a governmental function.

A-6. **Governmental Function** means an activity undertaken by a government, such as national defense, intelligence missions, firefighting, search and rescue, law enforcement (including transport of prisoners, detainees, and illegal aliens),

aeronautical research, biological or geological resource management.

A-7. **Civil Operation** means any UAS operation falling outside the scope of a public aircraft operation, such as an operation involving a commercial purpose or an operation involving research or other institutional activity outside the definition of governmental function. ~~FAA authorization to fly a UAS in a civil operation may be granted under a Section 333 Exemption or a Special Airworthiness Certificate. In addition to obtaining FAA authorization for a Civil Operation, a COA must also be obtained from the FAA for any civil UAS flight operations.~~ [rev. 2-17]

A-8. **Commercial Purpose** means the transportation of persons or property or other use of UAS for compensation or hire.

## B. Policy.

B-1. **Introduction.** The University, in carrying out its educational, research, and service missions, may make use of Unmanned Aircraft Systems ("UAS"), more commonly known as "drones," in Navigable Airspace when granted authorization to do so by the FAA. As a "governmental instrumentality for the dissemination of knowledge and learning," the University of Idaho is eligible for Public Operation certificates of waiver or authorization ("COAs") from the FAA that permit the University to fly UASs in the furtherance of a Governmental Function and where use of UAS would otherwise be prohibited under current law. The University has committed to the FAA that it will not use any UAS for purposes that are not Governmental Functions, including but not limited to Commercial Purposes, or for purposes except as otherwise authorized by the FAA, including but not limited to authorization through a Special Airworthiness Certificate, Experimental Category, or through exceptions that may be granted under Section 333 of the FAA Modernization and Reform Act of 2012 ("Section 333") or through 14 C.F.R. §§107.1 et seq. ("Part 107"). This policy is intended to ensure University compliance with federal and state laws regarding UAS. [rev. 2-17]

B-2. **Policy.** No use of UAS may be undertaken by University faculty, staff, and students, or by third parties (including, but not limited to, consultants or contractors) acting on behalf of the University, without: 1) prior review by the UAS Committee; 2) approval by the Vice President for Research and Economic Development ("VPRED"), and, if necessary, 3) approval by the FAA of a COA and/or other authorizations or exemptions applicable to the University use. [rev. 2-17]

Personal use of UAS by University faculty, staff, students, or third parties on University property, including but not limited to recreational or hobby flight of model aircraft, is governed by APM 95.35, Personal Use of Unmanned Aircraft Systems on Campus, which prohibits such use on University property. *See also* APM 35.35, Public Use and Liabilities.

### **C. Scope of Authority and Responsibility for Review, Approval, and Monitoring of University Use of UAS.**

C-1. **UAS Committee.** The UAS Committee is an ad-hoc committee established by the President, pursuant to FSH 1620B-3, to advise the VPRED, who acts on behalf of the President in matters related to the use of UAS. The Committee will report to the VPRED. The UAS Committee is the principal mechanism by which the University ensures that it is meeting its obligations under federal and state law applicable to UAS use and under any COA approved by the FAA and that ethical issues related to UAS use is given due consideration prior to use.

C-2. The UAS Committee will review and make a formal recommendation to the VPRED, or his or her designee, regarding any proposed use of UAS in Navigable Airspace by any members of the University of Idaho community, including faculty, staff, students, or by third parties acting on behalf of the University. The UAS Committee will consider the legal and ethical issues related to the UAS use and apply relevant law, guidance from federal agencies, etc., in determining whether a proposed use should be recommended to the VPRED for approval.

The UAS Committee will determine whether a proposed use can be recommended for approval as described, needs modification to be recommended for approval, or should be denied. The UAS Committee shall only recommend for approval those uses that it reasonably believes: to be a Governmental Function and therefore eligible for a Public Operations COA; to be within those areas of activity covered by other authorizations or exemptions that may be granted by the FAA to the University for Civil Operations, including Part 107; to be within the Model Aircraft Rule for educational use; or to be covered by an authorization by the FAA for Civil Operations held by a third party, subject to an agreement between the University and third party with respect to such services. [rev. 2-17]

The UAS Committee may deny a proposed UAS use on the basis of factors including, but not limited to: the proposed use constitutes a Commercial Purpose; the proposed use is not a Governmental Function eligible for coverage by a Public Operations COA; the proposed use is not covered by other

forms of authorization by the FAA for Civil Operation of UAS; or the proposed use is prohibited by law without written consent of the individual or the owner of a farm, dairy, or other agricultural industry, and such consent has not and/or cannot be obtained.

If the UAS Committee denies a proposed use, the denial may be appealed, in writing, to the VPRED. Any proposed use which the UAS Committee determines needs modification may be recommended for approval, following completion of any required modifications.

The UAS Committee, with the assistance of the Office of Research Assurances ("ORA"), shall provide ongoing review of any use approved by the VPRED and covered by a COA issued or other forms of authorization provided by the FAA. The UAS Committee may, with the assistance of ORA and subject to approval by the VPRED, develop and implement: standard operating procedures for use and operation of UAS; procedures for submission of a proposal to the UAS Committee; procedures for appeal to the VPRED of any denial of a proposed UAS use by the UAS Committee; and internal rules and procedures for the operation and administration of the UAS Committee, as may be consistent with this policy.

The Committee may recommend suspension or termination of any use it deems inconsistent with the use approved by the VPRED and/or the requirements of the applicable COA or other authorization granted by the FAA. Authority to suspend or terminate any previously approved use rests solely with the VPRED, or designee.

C-3. **Approval by VPRED.** Any proposed use of UAS recommended for approval by the UAS Committee shall be reviewed by the VPRED, or designee, and approved or denied. Only those uses-operations approved by the VPRED may be covered by an application to the FAA, as necessary, and/or undertaken by University personnel, students engaged in coursework, or third parties operating on behalf of the University; ~~a COA application submitted by the University to or a University-held COA approved by the FAA; an application submitted by the University for authorization for Civil Operations; or a Public Operations COA or other authorization from the FAA for Civil Operations held by a third party performing services on behalf of or collaborating with the University.~~ Only the VPRED, or designee, may submit an application for a Public Operations COA or similar applications to the FAA ~~and/or submit an application for authorization for Civil Operations to the FAA,~~ after consultation with the Office of General Counsel. [rev. 2-17]

The VPRED may, at his or her sole discretion, suspend or terminate any previous approval of UAS under this policy on the basis that actual use is inconsistent with the previous grant of approval by the VPRED and/or the requirements of an applicable COA.

**D. Contact Information.** For further information regarding implementation of this policy you may contact the [Office of Research Assurances](#), the [UAS Committee](#), or visit the [University UAS website](#).

**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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	Engineering		
Department/Unit:	Civil Engineering		
Dept/Unit Approval Date:	Feb 20, 2016	Vote Record:	13 yes, 1 no, 4 undecided
College Approval Date:	Sep 27, 2016	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Patricia Colberg, Chair, Civil Engineering, <a href="mailto:colberg@uidaho.edu">colberg@uidaho.edu</a>		

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Department of Civil Engineering is requesting a name change to the Department of Civil and Environmental Engineering to: attract more students, align with the majority of Civil Engineering programs nationwide, and better represent the activities of the department. This is simply a name change with no additional workload. The degree name will not change.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	Civil Engineering
New Name:	Civil <u>and Environmental</u> Engineering
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	August 14, 2017

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:		Modify:		Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:	No	Yes		If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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 if program component request section is completed

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

Moscow	x	
Coeur d'Alene		
Boise*	x	
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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1/19/2016		
UCC Item Number:	UCC-17-028a		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

Response to questions

Modification of department name from Civil Engineering to Civil and Environmental Engineering

Prepared by P. Colberg, Chair

17 January 2017

### **History**

Before a modification to our Department name was discussed, two faculty members conducted extensive research on which other CE programs had changed their names in recent years and impact this change may have had on their enrollments. We also had extensive input on the proposed name change from various stakeholders: from CE and COE faculty, from graduating seniors in civil engineering, from the Department's Advisory Board, and several individuals in the professional civil engineering community, including colleagues at other universities.

In February 2016, at a faculty retreat where a lengthy discussion was held about the proposal, a majority of CE faculty voted for the name change. On behalf of the faculty, I informed Dean Larry Stauffer of our intent to modify our name in letter dated June 2016.

The proposed change has been strongly endorsed by our nine-member Advisory Board. They voted unanimously for modification of the department name and wrote a letter in August 2016 to Dean Stauffer articulating their reasons.

I made a formal presentation to the COE Curriculum Committee (CCC) in Fall 2016, providing justification for the name change and answering the committee's questions with the assistance of two senior faculty members. The CCC approved the name change unanimously.

I am happy to provide the UCC with any or all of these letters.

### **Rationale for proposed change**

As contained on the Group B form, the rationale for the proposed name change is: (1) to attract more students to the University of Idaho; (2) to align with the majority of Civil Engineering programs nationwide, and (3) to better represent the activities of the department.

### **In support of (1) -- to attract more students to the University of Idaho – I offer the following additional comments.**

In exit interviews conducted with all of our graduating seniors in April 2016, I asked students how they would feel if we added 'environmental' to the department name. Without exception, each student expressed enthusiastic support for the name change, even though most had not pursued an environmental engineering emphasis in their degree. Many students admitted they really did not know what civil engineering was when they started college, but that adding 'environmental' to the name would have helped them identify more readily with CE. Several remarked to me that they had friends in high school who would probably have attended UI if they had known we offered environmental engineering courses. We know that '*environmental everything*' is appealing to high school students, which is why we maintain that interest in UI will be enhanced upon adoption of the new name.

I discussed the name change with the Department's Advisory Board at our April 2016 meeting. Their response was overwhelmingly positive. One Board member remarked: "It's about time!". Another said: "Why *wouldn't* you change the name? There are no downsides." Another added: "This is a smart move. We will see more students attracted to UI because of it." One Board member from Coeur d'Alene, whose daughter is starting her senior year in high school, assured everyone in the room that 'this name change would put UI back on her list of colleges'. The Board voted to unanimously to endorse modifying the Department's name and immediately drafted a letter saying so to Dean Stauffer.

*Response to questions*

*Modification of department name from Civil Engineering to Civil and Environmental Engineering*

*Prepared by P. Colberg, Chair*

*17 January 2017*

We also know that environmental engineering impacts the professional practice of all types of civil engineering. In fact, this is why we require all CE majors to take CE 330/Fundamentals of Environmental Engineering, regardless of their degree emphasis. The consensus of my Faculty is that modifying our name will result in increased applications and enrollments in civil engineering at both the undergraduate and graduate levels – and in other departments in the College as well.

**In support of (2) -- to align with the majority of Civil Engineering programs nationwide – I offer the following additional comments:**

Environmental engineering is universally recognized as a subdiscipline of Civil Engineering. This is also why almost every department with the name “Environmental Engineering” is located in a former Department of Civil Engineering. Most CE departments in the USA have already incorporated “environmental” into their names. In fact, 75% of the top 50 Civil Engineering programs are named “Civil and Environmental Engineering”; 65% of all BSCE-degree granting programs are named CEE (or some variation thereof). This trend has also been adopted in programs across the globe.

Environmental engineering traditionally resides in CE departments; in only rare cases, is it associated with departments of chemical or biological engineering (e.g., OSU). There are currently five universities in the region with departments named *Civil and Environmental Engineering*: Idaho State University, Washington State University, University of Washington, Portland State University, and Seattle University. The list of other western schools with this name includes Idaho State, Utah State, University of Utah, Brigham Young, and Colorado State. UI competes for students with all of these institutions. We are at a distinct ‘identity’ disadvantage with respect to our competition. Moreover, easily half of all CE departments in the United States are currently named Civil and Environmental Engineering; this is not a new trend, but one that we are late in adopting.

**In answer to your specific questions:**

***Q: How does the name change better represent the activities of the department?***

There is complete agreement among the CE Faculty that all of our areas of specialty are closely linked to ‘environmental engineering’. For example, Peter Goodwin, who is the Director of the Center for Ecohydraulics Research (CER) in Boise and a CE Professor, strongly supports the name change because it strengthens the understanding that environmental engineering is a critical component of the work done by CER. Prof. Ahmed Abdel-Rahim, who is Director of NIATT, a transportation center at UI, maintains that no infrastructure projects of any kind that are designed or constructed by civil engineers nowadays can ignore environmental impacts; because of this, all projects in the transportation area necessarily include environmental engineers. If we asked our faculty to describe work they do that involves some aspect of environmental engineering, I think the list would be extensive. Even if a student is not a ‘practicing’ environmental engineer, they require an understanding of the fundamental principles of the discipline and will very likely work with individuals in this specialty.

So, to answer your question: modern civil engineering, both in theory and practice, is intrinsically linked with environmental engineering. This is why so many departments all over the world have changed their names to Civil and Environmental Engineering. Our department too has a strong identification with environmental engineering in our teaching, service and

*Response to questions*

*Modification of department name from Civil Engineering to Civil and Environmental Engineering*

*Prepared by P. Colberg, Chair*

*17 January 2017*

research. To leave 'environmental engineering' off our name is not only disadvantageous, but ignores the value our program places on the environmental engineering aspects of the problems we solve and the projects we design.

**Q: *Will there be a new program created eventually, or courses .. or do you already have a number of environmental engineering courses?***

At the present time, we feel we can meet the needs of students who are interested in environmental engineering as a degree specialization by helping them select appropriate upper division electives (listed below); we do not see an immediate need to create a separate degree program.

Our Civil Engineering curriculum prepares students to work in a wide array of environmental engineering design work including, but not limited to, drinking water treatment, wastewater treatment, surface water quality, site assessment, ground water remediation, landfill infrastructure, hydraulics, and water quality improvement. All CE majors complete a rigorous third-year curriculum that includes introductory courses in Environmental Engineering (CE 330), Hydraulics (CE 322), and Hydrologic Engineering (CE 325). Undergraduate students who are interested in emphasizing environmental engineering over the other areas in our program can take a variety of more advanced courses as electives, including:

- CE 431/Design of Water and Wastewater Systems I
- CE 432/Design of Water and Wastewater Systems II
- CE 433/Water Quality Management
- CE 421/Engineering Hydrology
- CE 422/Hydraulic Structures Analysis and Design
- CE 428/Open Channel Hydraulics

**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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	Engineering		
Department/Unit:	Industrial Technology		
Dept/Unit Approval Date:	8/27/2016	Vote Record:	
College Approval Date:	12/13/16	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Lee Ostrom and Cheryl Wilhelmsen	ostrom@uidaho.edu, cherylw@uidaho.edu	

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

It is requested to add a new academic certificate named **Fire Safety** certificate. It is requested to assign **FIRE prefix** for the courses required for the Fire Safety certificate.

The certificate consists of six 3-credit courses. The courses will include study of fire science and engineering, which crosses over the fields of mechanical, physical and structural designs. These courses are:

**FIRE 406** Fire Safety Hazards Analysis

3 cr

**FIRE 407** Fire Suppression Design and Detection

3 cr

**FIRE 408** Fire Loss Control

3 cr

**FIRE 409** Facility Fire Hazard Management

3 cr

**FIRE 410** Structural Designs for Fire and Life Safety

3 cr

**FIRE 411** Community Planning and Design for Fire Protection and Management

3 cr

The certificate was requested by the Idaho National Laboratory and regional businesses. They identified an urgent need for employees with certification in Fire Safety. The certificate will provide the level needed to pass the certified fire protection specialist exam and will provide skill and knowledge for the students to qualify for a fire protection specialist job.

The certificate will be offered by the Industrial Technology undergraduate program at Idaho Falls.

The Department of Labor supported the certificate by awarding a grant for development of required courses and for support of the certificate instruction for the first two years.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	6	

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	18 credit Fire Safety certificate
Teaching Endorsement (Major/Minor):	

### Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
<p>Component: Fire Safety Hazard Analysis Learning outcomes: The student will be able to conduct a fire hazard analysis for a building or facility.</p> <p>Component: Fire Suppression Design and Detection Learning Outcomes: The student will be able to assess the adequacy of a fire suppression system and fire detection system and provide design input for improving them.</p> <p>Component: Loss Control Learning Outcomes: The student will be able to conduct a fire loss control assessment.</p> <p>Component: Community Planning and Design for Fire Protection and Management Learning Outcomes: The student will have the ability to work with local fire districts to develop plans for reducing the potential for fires or to mitigate the damage caused by a fire.</p> <p>Component: Facility Fire Hazard Management Learning Outcomes: The student will have the ability to management the fire hazards in a building or facility.</p> <p>Component: Structural Designs for Fire and Life Safety Learning Outcomes: The student will have the ability to assess a building or facility for fire and life safety issues and to provide design changes to meet code requirements.</p>	
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>Learning outcomes: The student will be able to conduct a fire hazard analysis for a building or facility. Assessment: The student will have assessments, projects and or tests on how to conduct a fire hazard analysis.</p> <p>Learning Outcomes: The student will be able to assess the adequacy of a fire suppression system and fire detection system and provide design input for improving them. Assessment: The student will have assessments, projects or tests on how to assess the adequacy of a fire suppression system and fire detection system.</p> <p>Learning Outcomes: The student will be able to conduct a fire loss control assessment. Assessment: The student will have assessments, projects or tests on how to conduct a fire loss control assessment.</p> <p>Learning Outcomes: The student will have the ability to work with local fire districts to develop plans for reducing the potential for fires or to mitigate the damage caused by a fire. Assessment: The student will have assessments, projects or tests on how to conduct community fire planning.</p> <p>Learning Outcomes: The student will have the ability to management the fire hazards in a building or facility. Assessment: The student will have assessments, projects or tests on how to manage fire hazards in a building or facility.</p>	

Learning Outcomes: The student will have the ability to assess a building or facility for fire and life safety issues and to provide design changes to meet code requirements.

Assessment: The student will have assessments, projects or tests on how to assess a building or facility for fire and life safety issues and to provide design changes to meet code requirements.

In general:

The six (6) courses will be comprised of eight (8) modules within each course. Within each of these modules the assessment will be comprised of quizzes, research papers, presentations, and where appropriate examinations. In addition, some courses will include practical projects. Each instructor is responsible for performing the assessments for the individual courses. The assessments will be aligned with the overall objectives of the certificate program. An overall assessment of the program will be the successful completion of a National Fire Protection Association (NFPA) related examination and/or the Certified Fire Protection Specialist (CFPS) certification. An ongoing review of the courses will occur every academic year semester to ensure the instructors are providing the appropriate content and assessments so that students can successfully complete an NFPA examination or certification.

The Associate Dean in Idaho Falls and Director of Industrial Technology will review the results of the assessments on an ongoing basis and at least once a semester.

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

The assessment findings will be evaluated each year and if the learning outcomes are not achieved as projected, the course syllabi will be revised.

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

As stated in #2 above, the assessment tools will be directly aligned with the learning objectives. Each of the eight (8) modules for each of the six (6) courses will have assessment tools that are aligned with the learning objectives. The instructors for this certificate program will be/are highly experienced for the fire protection/firefighting community. For example, the Fire Chief for Idaho Falls who also holds a MS degree is one of the instructors for the program. The instructors for the courses have volition to develop what they feel are the appropriate assessment tools, within the bounds of the overall learning objectives.

Each of the modules within the courses will provide the steps needed to successfully complete NFPA examinations/certifications.

5. When will assessment activities occur and at what frequency?

The learning outcomes are assessed every semester and are aligned with changes in the National Fire Code and practice. The instructors for the certificate program, who are certified fire safety professionals, along with the Associate Dean in Idaho Falls and Director of Industrial Technology will meet, review, and update the learning outcomes as needed.

The effectiveness of the program will be assessed by the successful completion of the NFPA examinations/certifications. There are a number of appropriate NFPA examinations the students have the option to take at the end of the certificate program, depending on the direction they wish to pursue or relevant to their current career. For example, the Certified Fire Inspector-1 examination or the CFPS certification.

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	<input checked="" type="checkbox"/>	Less than \$250,000 per FY:	<input type="checkbox"/>
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Brief Description of financial impact:	A \$254,000 Idaho Department of Labor grant is supporting the creation of the Fire Safety certificate and is supporting its instruction for the first two years.
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**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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*	x	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	x	No	

**Geographical Area Availability**

This section must be completed if program component request section is completed

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

Moscow	x	
Coeur d'Alene	x	
Boise*	x	
Idaho Falls*	x	
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.

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-22-17		
UCC Item Number:	UCC-17-028b		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

Spring 2017

XXX  
Chief Academic Officer  
Idaho State Board of Education  
650 West State Street, Suite #307  
P.O. Box 83720  
Boise, ID 83720-0037

Dear XXX:

The University of Idaho is writing to notify the Idaho State Board of Education of our intention, in coordination with North Idaho College, to expand our current offering of the third year UI Computer Science (CS) program in Coeur d'Alene to include the fourth year beginning summer of 2017. As you are aware, this year the UI began offering third year CS classes supported by a FY17 legislative appropriation. The purpose of this letter is to notify you that the UI plans to implement the next phase, namely the fourth and final year of the Bachelors of CS program contingent on the additional legislative appropriation being considered during this upcoming legislative session.

During and after the full program establishment, NIC will continue to offer the first two years and the UI will offer the final two years in Coeur d'Alene; the UI will continue to offer the full curriculum (all four years) on the Moscow campus. Computer science faculty from both institutions have been working together to ensure the curriculum between our two programs is in alignment. Students attending NIC can finish their associate's degree and keep working towards their bachelor's degree without leaving the area.

A bachelor's degree program will be a tremendous advantage for place-bound students in northern Idaho and provide key support to growing businesses in the area. A unique characteristic of this program will be cooperative experiences that will make industry-sponsored internships a part of the educational process. This program offering will greatly enhance the economic development of the region, create a viable pathway from NIC to UI, and move Idaho closer to its Complete College Idaho goals. North Idaho is home to a flourishing technology community. Implementing the degree program in partnership with NIC in the Coeur d'Alene region will better serve local students passionate about the field and the community, allowing them to remain in the Coeur d'Alene vicinity while receiving a meaningful, relevant education that they can parlay into a well-paying job without leaving the state.

Sincerely,

John Wiencek  
Provost and Executive Vice President

cc: Rick MacLennan, President, NIC, [rick.maclennan@nic.edu](mailto:rick.maclennan@nic.edu)  
Lita Burns, Vice President for Instruction, NIC, [maburns@nic.edu](mailto:maburns@nic.edu)

**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](mailto: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 15<sup>th</sup> 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 Art and Architecture		
Department/Unit:	Architecture Program, Landscape Architecture Program, Bioregional Planning and Community Design Program		
Dept/Unit Approval Date:	November 16, 2016	Vote Record:	Unan.
College Approval Date:	December 1, 2016	Vote Record:	4-0
CIP code (Consult Institutional Research):	0404		
Primary Point of Contact (Name and Email):	Kasama Polakit	kpolakit@uidaho.edu	

**Program Component Request**

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

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

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:	Urban Design					
Teaching Endorsement (Major/Minor):						

<p>Overview of Program Component: <i>Provide a brief narrative description</i></p>	<p>The Urban Design Certificate offers an interdisciplinary approach in the area of design and planning of the built environment for students who seek to add expertise and enhance credentials in Urban Design. The program is designed based on existing intellectual infrastructure of the college, emphasizing interdisciplinary of three program cores, Architecture, Landscape Architecture, and Bioregional Planning and Community Design. The graduate Urban Design Certificate at the Urban Design Center (UDC), University of Idaho Boise will provide individuals with fundamental knowledge, methods, and practice through hands-on experience in planning and design of the built environment. The Urban Design Certificate not only utilizes Boise Metropolitan Region as an "urban living laboratory" for the students to exercise their urban design creativity, but also covers contemporary urban challenges affecting cities in local, regional, national, and global contexts. Students' experience will also benefit from partnerships forged between the UDC and practitioners in government agencies and private design and consulting firms, with both local, national, and international experience and connections.</p>
<p>Program Component Curriculum: <i>Required courses</i></p>	<p>The certificate is comprised of 12 credits for internal admissions and 18 credits for external admissions. The internal admission targets students who are currently enrolled in one of the three disciplinary graduate programs, MArch, MLA and MS Bioregional Planning and Community Design, and seek to advance their future career with an urban design specialization. These students are encouraged to contact an advisor and apply early in the process. The external admission is open to individuals who have earned a baccalaureate degree or professional degree in Architecture, Landscape Architecture, Urban Planning, and related fields. Students must apply for admission through the College of Graduate Studies. Students may earn the certificate without completing a graduate degree</p> <p>The Urban Design Certificate is designed into two streams: Design studio focus and Planning and design with policy focus. Planning and design with policy focus is developed for students who have no studio-based design background and lack of appropriate graphic and visual communication skills. Students will select a stream when admitted.</p> <p><b>Urban Design Graduate Academic Certificate</b></p> <p>BIOP 520 Intro to Bioregional Planning (3 cr) BIOP 522 Bioregional Planning Methods (3 cr)</p> <p><b>And one of the following focuses:</b></p> <p><b>Design studio focus:</b> ARCH 554 Vertical Studio   Urban Design Emphasis (6 cr) LARC 554 Landscape Architecture Graduate Studio (6 cr) <b>Courses to total 18 credits for this certificate</b></p> <p><b>Planning and Design with policy focus:</b> ARCH 554 Vertical Studio   Urban Design Emphasis (3 cr) ARCH 585 Urban Design Seminar (3 cr) LARC 520 Regional and Community Design (3 cr) LARC 554 Landscape Architecture Graduate Studio (3 cr) <b>Courses to total 18 credits for this certificate</b></p>

**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

<p>Current Name:</p>	
----------------------	--

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:	
Brief Description of financial impact:	<p>Since the Urban Design Certificate is built upon existing capacity in the architecture, landscape architecture and bioregional planning and community design programs, no new faculty or new facilities will be needed at this time. Number of enrollment in studio courses are key indicators. Enrollment in each studio should not exceed 18 before capacity is met, and at such time as this occurs, additional sections of the design studio courses may be required and budget allocations for adjunct faculty will be needed.</p>	

**Rationale and Assessment Information**

This section must be completed

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

The proposed certificate program offers Urban Design credentials for students who are currently enrolled in M Arch., M.LA, and MS. Bioregional Planning and Community Design Programs, or have already earned baccalaureate or professional master's degrees in Architecture, Landscape Architecture, Urban Planning, and related fields. The Certificate can be expected to help expand career opportunities by adding expertise in Urban Design. For students enrolled in graduate courses at the Urban Design Center in Boise, the Certificate also recognizes the specialty in urban design that students can acquire by studying in Boise. The program outcomes will be assessed based on knowledge, skills, abilities, etc. that students demonstrate upon completion of the Certificate program. This certificate will also help promote academic opportunities for a new cohort of students for graduate programs.

An assessment plan will be developed for the Urban Design Certificate by representatives of architecture, landscape architecture and bioregional planning during Spring Semester 2017. It will follow the outline provided by the University and guided by the Strategic Plan, and be generated from the learning outcomes set forth in the UD certificate concept paper. For each learning outcome, we will include assessment tools and procedures (direct measures, indirect measures and face-to-face measures)

Benchmarks, Findings and Changes to be made during the next cycle. The plan will be developed and entered on line in time for the 2017 assessment cycle.

**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](mailto: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		
Coeur d'Alene		
Boise*	X	
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:	1-19-2017		
UCC Item Number:	UCC-17-027a		
UCC Approval Date:	03-06-17	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:	

**Concept Paper for Urban Design Certificate**

***Why Urban Design Certificate?***

- For individuals who seek to add expertise and enhance credentials in urban design for the professional marketplace in private companies, public agencies at all levels of government, as well as within non-governmental organizations.
- Gain interdisciplinary knowledge to tackle various challenges in urban development process with regards to sustainability, including physical, aesthetics, and ecological, political, economic, social, cultural, psychological, and technological importance of planning and design in the public realm.
- Gain knowledge and skills in planning and design of the built environment at various scales, including regional, urban, district, neighborhood, and human scales to promote, create and/or preserve healthy and meaningful places.

***Why Urban Design Certificate at the Urban Design Center, the University of Idaho Boise?***

University of Idaho Boise (UIB) is strategically located in the economic, governmental, and population center of Idaho and uniquely suited to provide graduate program, research, and professional development opportunities in a metropolitan setting. Urban Design Center (UDC) at the University of Idaho Boise, not only functions as a center for education, research, and innovative interventions in urban design but also act as a locale for crating academic-professional interactions and connections, and university-community relations and partnerships.

The UDC promotes interdisciplinary and inter-professional collaborations through engaging education with real-world urban issues. The graduate Urban Design Certificate at the UDC will provide individuals with fundamental knowledge, methods, and practice through hands-on experience in planning and design of the built environment. The Urban Design Certificate not only utilizes Boise Metropolitan Region as an "urban living laboratory" for the students to exercise their urban design creativity, but also covers contemporary urban challenges affecting cities in local, regional, national, and global contexts. Students' experience will also benefit from partnerships forged between the UDC and practitioners in government agencies and private design and consulting firms, with both local, national, and international experience and connections.

The certificate is jointly offered by three programs in the College of Art and Architecture, Architecture, Landscape Architecture, and Bioregional Planning and Community Design. The curriculum is comprised of three areas of concentrations, urban design studios, planning and design process and methods, and seminars. The certificate is designed to complement current graduate programs, Master of

Architecture, Master of Landscape Architecture, Master of Science in Bioregional Planning and Community Design, and Master of Science in Integrated Architecture & Design. The certificate is also open to students with design and non-design background, and working professionals who are adding to their academic and professional credentials.

**Expected Learning Outcomes and Learning Assessments:** Knowledge and skills

- The student will be able to investigate the challenges of cities or places from an interdisciplinary and multidisciplinary perspectives and create ideas in response to these challenges.

Student achievement of this learning outcome is assessed directly by reviewing samples of student work (i.e. urban design projects, assignments, reports, essay, oral presentations, portfolios).

- The student will be able to develop design and planning skills by gaining hands-on experience through real-world projects at various scales, ranging from regional, urban, district, and neighborhood, to human scales.

Student achievement of this learning outcome is assessed directly by reviewing samples of student work (such as urban design projects) and evaluating student performance during the design process.

- The student will be able to formulate frameworks and processes for the implementation of urban design proposals and policies.

Student achievement of this learning outcome is assessed directly by reviewing student work such as urban design projects and/or reports, and/or feedback from external reviewers such as invited experts or practitioners.

- The student will be able to articulate their urban design concepts, ideas, and principles in clear, convincing manner appropriate to the topic, purposes, and targeted audiences by using various methods and techniques.

Student achievement of this learning outcome is assessed directly by reviewing student work and public presentations (i.e. written, oral, graphic and visual communication), and/or feedback from audiences.

- The student will be able to collaborate in designing and implementing problem solving process and demonstrate leadership skills in interdisciplinary team environment.

Student achievement of this outcome is assessed directly by instructors' observations, student team-assessment, and/or peer evaluations.

## Application

The Graduate Urban Design Certificate is open to professionals and to graduate who are currently enrolled in the College. For the applicants who are currently enrolled in M Arch, M LA, MS. Integrated Architecture and Design, and MS. Bio-regional Planning and Community Design, they are encouraged to contact an advisor and apply early in the process.

### Certificate Program Admission Requirements

<http://www.uidaho.edu/cogs/academics/certificateprograms>

All certificate programs are administered at the university level. Students working toward a certificate must be admitted to the University of Idaho as either a certificate-seeking student or as a degree-seeking student. Non-degree students cannot complete academic certificates (Please refer to the University of Idaho [General Catalog](#) for details). All students who wish to enroll in 500-level certificate courses must meet the minimum graduate admission requirements.

### Curriculum Outline: 18 credits

Fall	Spring
BIOP 520 Intro to Planning (3 credits: W.W.W.)	BIOP 522 Planning Methods (3 credits: WWW.)
LARC 554 Landscape Architecture Graduate Studio 1 (3 or 6 credits)	ARCH 554 Vertical Studio   Urban Design Emphasis (3 or 6 credits)
LARC 520 Regional and Community Design (3 credits)	ARCH 585 Urban Design Seminar (3 credits: WWW.)

### Program Requirements

For students with design background, to obtain the Urban Design Certificate with design studio focus, they must complete two 6-credited urban design studios at the UDC. For students with no design background, to obtain the Urban Design Certificate in Planning and design with policy focus, they must achieve two 3-credited urban design studios. Please see attached curriculum maps for details.

### Course Descriptions

#### **BIOP 520 Intro to Bioregional Planning (W.W.W. 3 credits)**

This class introduces students to bioregional planning concepts and current implementation practices.

#### **BIOP 522 Bioregional Planning Methods (W.W.W. 3 credits)**

This course focuses on the approaches, methods, and techniques that are used by planners to study and inform communities in their preparation of a comprehensive plan. The course is delivered on-line.

**LARC 520 Regional and Community Design (3 credits)**

This course examines contemporary issues of urban and regional planning and design through focus on a particular project in partnership with a local community or agency. It complements the integrated fall studio (LARC 554), utilizing thematic readings, case studies, and GIS-based methods applied to urban and regional design and planning. Particular emphasis is placed on: theory and methods in community design and planning; analytical methods and modeling; case study method in design; and data-driven design.

**LARC 554 Graduate Studio I - Regional and Community Design (3 or 6 credits)**

This course introduces students to design problems of bioregional and urban scales, developing methods of inquiry and design that address changes in depth and complexity of design problems with changes in scale. Studio work emphasizes analysis, planning and design for regions, urban areas, districts or large sites, taking into consideration historical and political context, ecology, and sociocultural factors.

**ARCH 554 Vertical Studio | Urban Design Emphasis (3 or 6 credits)**

This class is place-based studio, emphasizing the understanding of urban design as a place-making process and product within the dynamic of change to the urban environment. This graduate studio addresses normative theories in urban design, and emphasize systematic thinking and creative problem solving process, allowing students to explore and acquire the information to understand the context of the given area, identify key issues and analyzing relevant information of the study areas, formulate and develop planning and design concepts, synthesize and develop argumentative research-design outcomes based on the understanding and the using of information and evidences derived from both primary and secondary data.

**ARCH 585 Urban Design Seminar (W.W.W. 3 credits)**

This on-line course covers six themes of discussion about Urban Design, each of which is structured into a section called "Module". These six modules are: Model 1 discusses the "Background of the "field": (inter) disciplinary"; Module 2 introduces "Contemporary Urban Design Theories"; Module 3 considers selected "Influential Urban Thinkers", Modules 4 shows some examples of "Representation of space, information, and design interventions", The relationship between urban design and urban development will be in Module 5, including some local, national and international examples. Lastly, Module 6 cover current practices and discuss the future and how to move forward.

**Other Urban Design Certificates in the US (not including MUD)**

1. The University of Utah	School of Architecture and the Department of City & Metropolitan Planning	17 credits Graduate Certificate in Urban Design for graduate students and professionals.
2. Portland State University	College of Urban & Public Affairs: Nohad A. Toulon School of Urban	12 credits

	Studies and Department of Architecture	
3. University of Washington	College of Built Environments, Department of Urban Design and Planning (UDP) Collaboration of three of the College's departments: Architecture, Landscape Architecture, and Urban Design and Planning	12-15 credits
4. University of New Mexico	School of Architecture and Planning Open to applicants not currently enrolled as UNM graduate students.	18 credits Graduate Certificate in Urban and Regional Design (GCERT)
5. University of Maryland	Offering to graduate students enrolled in the Master of Architecture	21 credits
6. University of Virginia	School of Architecture open to graduate students in any department of the School of Architecture	21 credits
7. Lawrence Technological University	Designed for undergraduate degree in architecture and are preparing to enter a graduate program, those currently enrolled in the Master of Architecture, or practicing professionals looking to enhance their credentials	12 credits
8. University of Cincinnati	School of Planning Students with no previous design education and background will be required to complete one 3-credit Design and Visualization Techniques course before starting the program.	18 credits
9. University of Pennsylvania School of Design	PennDesign offers 11 Certificates in Interdisciplinary Program. The Certificate in Urban Design is open to students already enrolled at PennDesign in Architecture, City and Regional Planning, Historic Preservation, or Landscape Architecture who have successfully	20 credits

	completed a designated prerequisite studio within each department.	
10. University of Tennessee, Knoxville	College of Architecture and Design Certificate programs are open to master's students in any degree program within the college and to students with a professional design degree, such as professionals seeking continuing education on a part-time or full-time basis.	12 credits

**AICP Certified Urban Designer (AICP CUD)**

**Eligibility Requirements**

Before applying to take the examination, applicants must:

1. Be a member of AICP in good standing.
2. Have completed a total of eight years of experience in urban design at the time of application submission.
3. Applicants must write three 250-500 word essays (see criteria 1-3 below) to demonstrate their advanced urban design experience. This includes the years of experience that was applied towards the AICP exam. Experience dedicated towards the management of urban design projects or urban design employees should be considered towards your eight years of experience. Applicants engaged in part-time urban design experience may prorate that experience into a full-time equivalent. For example, a position in which the applicant worked 20 hours/week for six months in a urban design assignment may prorate that experience into the full-time equivalent of three months of urban design experience.

The essays are submitted through an online form during the application window.

**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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	Science		
Department/Unit:	Statistical Science		
Dept/Unit Approval Date:	November 17, 2016	Vote Record:	9 – 0 to approve
College Approval Date:	December 7, 2016	Vote Record:	5 – 0 to approve
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Chris Williams ( <a href="mailto:chrisw@uidaho.edu">chrisw@uidaho.edu</a> )		

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

The Graduate Data Analytics certificate is intended to train students to manage and analyze data, and interpret results from data analyses, particularly from large data sets. The certificate leverages the expertise from faculty in several units to give students a strong interdisciplinary background in this emerging area. Each of the three units involved in the required courses (Statistical Science, Computer Science, and Business) have allocated resources to allow their new course to be offered on a regular basis.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	

New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	Three	

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
--------	--	---------	--

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Graduate Certificate in Data Analytics
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
	<ol style="list-style-type: none"> <li>The student will be able to access data from a variety of formats, including large data sets</li> <li>The student will be able to manage (large) data sets, and use data visualization methods to understand data</li> <li>The student will be able to competently analyze (large) data sets and work with subject matter experts to draw valid inferences from fitted models.</li> </ol>
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
	<p>Each course will have their own learning outcomes which will be assessed within their unit. Learning outcomes for the three required courses will each include at least one of the three certificate learning outcomes listed above. Required courses will each include some type of project or presentation to allow students to demonstrate competence with learning outcomes. For example, for the second outcome of managing and visualizing large data sets, students could be given a data set and a rubric could be developed to measure how well they managed the data and how thoroughly they used visualization to understand it. Additionally, faculty from the different departments will meet on a yearly basis to discuss the courses, their learning outcomes, and what measures are being used to assess learning outcomes in each course. Separate conversations will be held with departments teaching</p>

elective courses for the certificate, to coordinate with them on assessing the learning outcomes for the certificate.	
3.	How will you ensure that the assessment findings will be used to improve the program? Findings from direct and indirect measures will lead to suggested changes in the courses, which will be implemented when the courses are next offered.
4.	What direct and indirect measures will be used to assess student learning? Direct measures will include student presentations and projects. Indirect measures will include course grades and feedback from exit interviews and course evaluation information from students.
5.	When will assessment activities occur and at what frequency? Courses are mostly offered yearly, so assessment activities will occur on a yearly cycle. Additionally, faculty from the different departments will meet on a yearly basis to discuss the courses.

### Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	Each unit offering a required course (Statistical Science, Computer Science, and Business) has allocated teaching capacity to be able to offer their course on a regular basis.	

### Distance Education Availability

This section must be completed if program component request section is 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](mailto: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*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

**Geographical Area Availability**

This section must be completed if program component request section is 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 2017		
Date Received by the Office of the Provost and Executive Vice President:	1/11/17 - mdds		
Date Received by Budget Office, if applicable:	N/A		
Date Received by Institutional Research and Assessment:	done		
Date Received by UCC Secretary:	12-14-2016		
UCC Item Number:	UCC-17-026a		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

The Graduate Data Analytics certificate is intended to train students to manage and analyze data, and interpret results from data analyses, particularly from large data sets. The certificate leverages the expertise from faculty in several units to give students a strong interdisciplinary background in this emerging area.

In addition to existing requirements for a Graduate Academic Certificate:

**Prerequisites:**

STAT 431 or an equivalent course.

Experience with statistical software or programming equivalent to the background of a student completing STAT 431.

**Required Coursework:**

CS 456            Data Science

(3 cr)

MIS 455/555 Data Management for Big Data (3 cr)  
STAT 517 Statistical Learning and Predictive Modeling (3 cr)

**Also one of the following (3 cr):**

BCB 510 Computational Science for Biologists (3 cr)  
BCB 511 Applied Bioinformatics (3 cr)  
CS 472/572 Evolutionary Computation (3 cr)  
CS 476/576 Machine Learning (3 cr)  
MKTG 431 Marketing Analytics (3 cr)  
STAT 456 Quality Management (3 cr)  
STAT 507 Experimental Design (3 cr)

STAT 519 Multivariate Analysis (3 cr)

STAT 565 Computer Intensive Statistics (3 cr)

*Note: Credits to total 12 for this graduate academic certificate. At least half of the credits must be at the graduate level.*



12/03/2016

RE: Participation in the Analytics Certificate

**Department of Business**

PO Box 443161

Moscow, Idaho 83844-3161

Phone: 208-885-6295

Fax: 208-885-5347

Dear Chris,

As Chair of the Department of Business in the College of Business and Economics I am honored to have the college and department participate in the proposed Graduate Certificate in Analytics. This certificate will provide a means for faculty from our two departments and others to collaborate on an important emerging area. We are committed to offer the following courses at least once per year for up to three years based on an annual review of student participation and comment:

BUS439 (will become OM439) Systems and Simulation  
BUS/SATS456 (will become OM/STATS456) Quality Management  
MIS455/555 Data Management for Big Data  
MKTG431 Marketing Analytics

We will also consider the possibility of recording the course, which would allow the certificate to be made available to distance students.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Metlen".

Dr. Scott Metlen  
Department Head of the Department of Business

**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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu**

**Submission Information**  
This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for and 1 abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 21 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

**Rationale and Overview of Program Component Request or Name Change**  
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Management and Human Resources major prepares students to build and manage a productive workforce. The management emphasis, in particular, has a macro focus oriented toward individuals who will operate their own businesses or who aspire to a general managerial focus. The human resources management emphasis is directed toward those individuals preparing for careers in talent management, recruitment and selection, training, compensation and benefits, and labor relations. The PGA Golf Management option prepares students specifically for a successful career in the golf industry by addressing skill sets for the growing demand for graduates to fill positions that could benefit from a background in management and human resources (e.g., Head Golf Professional, Teaching Professional, Director of Golf, Golf Course Development, Golf Manufacturer Management, Golf Retail, Sales Representative, Tournament Director). Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and business and employee management through internships and hands-on learning on the university's 18-hole golf course and other venues.

### Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

### Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Management and Human Resources (B.S.Bus.)	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Management and Human Resources (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

### Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
PGA Golf Management: Management and Human Resources students will be able to:	
1. Align HR processes and goals with the strategic business objectives of a firm (Bus 411 – assessed in exams, 417 – assessed in exams, 418 – assessed in exams and a team project)	

2. Design, implement and evaluate effective recruiting and selection methods that help a firm develop and maintain a source of sustainable competitive advantage (Bus 411 – assessed in essay-based exams and 15 experiential-learning assignments)
3. Design a training program using a useful framework for evaluating training needs, designing a training program, and evaluating training results (Bus 417 – assessed in exams and a team project).
4. Understand the cross-disciplinary, integrated nature of the management function (Achieved through a set of cross-disciplinary electives: OM, Finance/Accounting, Marketing and Information systems courses)
5. Understand how to develop golf business specific goals and strategies for overall facility improvement
6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability.
7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.

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

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Management/HR Area Coordinator, Management/HR and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Management and Human Resources Emphasis. Note that this is an activity that already takes place among the faculty for the other Management and Human Resources Emphasis, Management Emphasis and Human Resources Management Emphasis.
- Management/HR and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Management/HR and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Management/HR Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Management/HR Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Management/HR and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Management/HR and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

5. When will assessment activities occur and at what frequency?

Direct measures occur continuously within the classroom, indirect measures are once per year.

### Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. However, it would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

### Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

### Curricula Information

Curriculum:	<p><b>PGA Golf Management Option*</b></p> <p>Required course work includes all Management and Human Resources requirements, one of the Management and Human Resources emphases and:</p> <p>Bus 103 Introduction to PGA Golf Management (2 cr)</p> <p>Bus 150 PGA Golf Management I (2 cr)</p> <p>Bus 251 PGA Golf Management II (2 cr)</p> <p>Bus 298 Internship (4 cr)</p> <p>Bus 385 PGA Golf Management III (2 cr)</p> <p>Bus 386 Food &amp; Beverage Hospitality with Lab (4 cr)</p> <p>Bus 398 Internship (6 cr)</p> <p>Rec 105 Teaching Golf I (2 cr)</p> <p>Rec 205 Teaching Golf II (2 cr)</p> <p>Rec 305 Teaching Golf III (2 cr)</p> <p>Bus 251 and Bus 385, together, can be used to meet the requirement for the Specialized Elective or the Marketing &amp; Entrepreneurship Elective.</p> <p>Bus 386 can be used to meet the Operations Management Elective requirement.</p> <p><b>Courses to total 130 credits for this degree</b></p> <p>*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.</p>
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**Office of the Registrar Information**

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-035a		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-17-060 UCC-17-035b

**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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu**

**Submission Information**

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 in favor one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Economics major prepares students for positions in companies where they have to understand how decisions are made by consumers, corporations, and governments about the use of resources. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and organizational management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, golf course design, golf course management and more.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the

next section and attach the curriculum and/or course forms. \*\*Note: a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Business Economics	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Business Economics (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
<p>PGA Golf Management: Business Economics</p> <ol style="list-style-type: none"> <li>1. Explain how decisions made by consumers, corporations and governments about the use of resources – like time and money – affect business. (all ECON courses)</li> <li>2. Explain consumer and firm behaviors and market and policy outcomes as the business and natural environment changes. (all ECON courses)</li> <li>3. Design and conduct an economic research project. (ECON490)</li> </ol>	

4. Understand the integrated focus of business, accounting and economic principles. (all ECON courses)
5. Understand how to develop golf business specific goals and strategies for overall facility improvement
6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability.
7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.

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

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Economics Area Coordinator, Economics, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Business Economics. Note that this is an activity that already takes place among the faculty for Business Economics.
- Economics and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Economics and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Economics Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Economics Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Economics and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Economics and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

5. When will assessment activities occur and at what frequency?

Assessment activities will take place on a regular basis.

- *Course assessment* will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.
- *Program assessment* of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

**Distance Education Availability**

This section must be completed if program component request section is 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 if program component request section is 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.

**Curricula Information**

Curriculum:	<p><b>PGA Golf Management Option in Business Economics*</b></p> <p>Required course work includes all Business Economics, the Business Economics General Option requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Bus 103</td><td style="width: 70%;">Introduction to PGA Golf Management</td><td style="width: 15%; text-align: right;">(2 cr)</td></tr> <tr><td>Bus 150</td><td>PGA Golf Management I</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Bus 251</td><td>PGA Golf Management II</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Bus 298</td><td>Internship</td><td style="text-align: right;">(4 cr)</td></tr> <tr><td>Bus 385</td><td>PGA Golf Management III</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Bus 386</td><td>Food &amp; Beverage Hospitality with Lab</td><td style="text-align: right;">(4 cr)</td></tr> <tr><td>Bus 398</td><td>Internship</td><td style="text-align: right;">(6 cr)</td></tr> <tr><td>Rec 105</td><td>Teaching Golf I</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Rec 205</td><td>Teaching Golf II</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Rec 305</td><td>Teaching Golf III</td><td style="text-align: right;">(2 cr)</td></tr> </table> <p><b>Courses to total 130 credits for this degree</b></p> <p>*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
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Rec 105	Teaching Golf I	(2 cr)																													
Rec 205	Teaching Golf II	(2 cr)																													
Rec 305	Teaching Golf III	(2 cr)																													

**Office of the Registrar Information**

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Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-035b		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu**

**Submission Information**  
This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	<b>Vote Record:</b>	17 for, one abstained
College Approval Date:	11/14/2016	<b>Vote Record:</b>	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

**Rationale and Overview of Program Component Request or Name Change**  
This section must be completed

**Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.**

The Finance major prepares students to develop business and personal financial strategies that are ethical and effective, and to gain practical knowledge and experience in finance as well as management, marketing, operations and other business functions. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and organizational management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, golf course design, golf course management and more.

**Name or Degree Change Only Requests**  
Leave blank if not making a name and/or degree change only request

**This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course**

changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note: a substantive change to a program degree, major, or program component may require a program proposal form.**

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Finance	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Finance (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
PGA Golf Management: Finance <ol style="list-style-type: none"> <li>1. Utilize financial models and techniques to inform business decisions. (all Finance courses)</li> <li>2. Develop skill in analysis of complex and unstructured problems. (all Finance courses)</li> </ol>	

3. Develop business and personal financial strategies that are ethical and effective. (all Finance courses)
4. Understand the integrated focus of business, accounting and economic principles. (all Finance courses)
5. Understand how to develop golf business specific goals and strategies for overall facility improvement
6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability.
7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.

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

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Finance Area Coordinator, Finance, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Business Economics. Note that this is an activity that already takes place among the faculty for Business Economics.
- Finance and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Finance and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Finance Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Finance Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Finance and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Finance and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

4.	What direct and indirect measures will be used to assess student learning?
<p>Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.</p> <p>Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.</p> <p>Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Assessment activities will take place on a regular basis.</p> <ul style="list-style-type: none"> <li>• <i>Course assessment</i> will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.</li> <li>• <i>Program assessment</i> of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.</li> </ul>	

**Financial Impact**

**This section must be completed if program component request section is completed**

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x	
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.		

**Distance Education Availability**

**This section must be completed if program component request section is 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 if program component request section is 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.

### Curricula Information

<b>Curriculum:</b>	<p><b>PGA Golf Management Option in Finance*</b></p> <p>Required course work includes all Finance requirements and:</p> <table border="0"> <tr><td>Bus 103</td><td>Introduction to PGA Golf Management</td><td>(2 cr)</td></tr> <tr><td>Bus 150</td><td>PGA Golf Management I</td><td>(2 cr)</td></tr> <tr><td>Bus 251</td><td>PGA Golf Management II</td><td>(2 cr)</td></tr> <tr><td>Bus 298</td><td>Internship</td><td>(4 cr)</td></tr> <tr><td>Bus 385</td><td>PGA Golf Management III</td><td>(2 cr)</td></tr> <tr><td>Bus 386</td><td>Food &amp; Beverage Hospitality with Lab</td><td>(4 cr)</td></tr> <tr><td>Bus 398</td><td>Internship</td><td>(6 cr)</td></tr> <tr><td>Rec 105</td><td>Teaching Golf I</td><td>(2 cr)</td></tr> <tr><td>Rec 205</td><td>Teaching Golf II</td><td>(2 cr)</td></tr> <tr><td>Rec 305</td><td>Teaching Golf III</td><td>(2 cr)</td></tr> </table> <p>BUS 385, BUS 386, or BUS 398 can be used to cover the two supporting electives (6 cr)</p> <p><b>Courses to total 130 credits for this degree</b></p> <p>*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
Bus 103	Introduction to PGA Golf Management	(2 cr)																													
Bus 150	PGA Golf Management I	(2 cr)																													
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Rec 105	Teaching Golf I	(2 cr)																													
Rec 205	Teaching Golf II	(2 cr)																													
Rec 305	Teaching Golf III	(2 cr)																													

**Office of the Registrar Information**

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-035c		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Operations Management major prepares students for management positions in operations planning and control, quality management, and purchasing. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and operations management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, planning and control, golf course design, golf course management and more.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the

next section and attach the curriculum and/or course forms. \*\*Note: a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Operations Management	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Operations Management (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
PGA Golf Management: Operations Management 1. Utilize modeling techniques to inform business decisions. (all Operations Management courses) 2. Develop skills in the analysis of complex and unstructured problems. (all Operations Management courses)	

3. Develop plans to manage people and processes to produce high quality goods and services ethically and effectively. (all Operations Management courses)
4. Understand the integrated focus of business, accounting and economic principles. (all Operations Management courses)
5. Understand how to develop golf business specific goals and strategies for overall facility improvement
6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability.
7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.

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

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Operations Management Area Coordinator, Operations Management, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Operations Management. Note that this is an activity that already takes place among the faculty for Operations Management.
- Operations Management and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Operations Management and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Operations Management Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Operations Management Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Operations Management and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Operations Management and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In

addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

5. When will assessment activities occur and at what frequency?

Assessment activities will take place on a regular basis.

- *Course assessment* will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.

*Program assessment* of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.

### Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

### Distance Education Availability

This section must be completed if program component request section is 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](mailto: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 if program component request section is 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.

**Curricula Information**

Curriculum:	<p><b>PGA Golf Management Option in Operations Management*</b></p> <p>Required course work includes all Operations Management requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Bus 103</td><td style="width: 70%;">Introduction to PGA Golf Management</td><td style="width: 15%; text-align: right;">(2 cr)</td></tr> <tr><td>Bus 150</td><td>PGA Golf Management I</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Bus 251</td><td>PGA Golf Management II</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Bus 298</td><td>Internship</td><td style="text-align: right;">(4 cr)</td></tr> <tr><td>Bus 385</td><td>PGA Golf Management III</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Bus 386</td><td>Food &amp; Beverage Hospitality with Lab</td><td style="text-align: right;">(4 cr)</td></tr> <tr><td>Bus 398</td><td>Internship</td><td style="text-align: right;">(6 cr)</td></tr> <tr><td>Rec 105</td><td>Teaching Golf I</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Rec 205</td><td>Teaching Golf II</td><td style="text-align: right;">(2 cr)</td></tr> <tr><td>Rec 305</td><td>Teaching Golf III</td><td style="text-align: right;">(2 cr)</td></tr> </table> <p>BUS 385, BUS 386, and BUS 398 can be used to cover the (nine credits) of OM electives.</p> <p><b>Courses to total 130 credits for this degree</b></p> <p>*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
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**Office of the Registrar Information**

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Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-2017		
UCC Item Number:	UCC-17-035d		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu**

**Submission Information**

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for, one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Management Information Systems major prepares students to design and manage secure, reliable computer systems that help businesses operate efficiently. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and organizational management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, golf course design, golf course management and more.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. \*\*Note: a substantive change to a program

degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Management of Information Systems	Degree:	Business Administration
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Management Information Systems (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
PGA Golf Management: Operations Management	
<ol style="list-style-type: none"> <li>1. Develop models of information systems to determine effective computer systems to help businesses operate ethically and effectively. (all Management Information Systems courses)</li> <li>2. Develop skills in the analysis of complex and unstructured systems. (all Management Information Systems courses)</li> </ol>	

3. Develop data bases to store and retrieve information. (all Data Base courses)
4. Understand the integrated focus of business, accounting and economic principles. (all Management Information Systems courses)
5. Understand how to develop golf business specific goals and strategies for overall facility improvement
6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability.
7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.

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

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Management Information Systems Area Coordinator, Management Information Systems, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Management Information Systems. Note that this is an activity that already takes place among the faculty for Management Information Systems.
- Management Information Systems and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Management Information Systems and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Management Information Systems Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Management Information Systems Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Management Information Systems and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Management Information Systems and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of

program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

5. When will assessment activities occur and at what frequency?

Assessment activities will take place on a regular basis.

- *Course assessment* will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.
- *Program assessment* of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.

### Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they desire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

### Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

### Curricula Information

Curriculum:	<p><b>PGA Golf Management Option in Management Information Systems*</b></p> <p>Required course work includes all Management Information Systems requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Bus 103</td> <td style="width: 65%;">Introduction to PGA Golf Management</td> <td style="width: 20%; text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 150</td> <td>PGA Golf Management I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 251</td> <td>PGA Golf Management II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 298</td> <td>Internship</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 385</td> <td>PGA Golf Management III</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 386</td> <td>Food &amp; Beverage Hospitality with Lab</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 398</td> <td>Internship</td> <td style="text-align: right;">(6 cr)</td> </tr> <tr> <td>Rec 105</td> <td>Teaching Golf I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 205</td> <td>Teaching Golf II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 305</td> <td>Teaching Golf III</td> <td style="text-align: right;">(2 cr)</td> </tr> </table> <p><b>Courses to total 130 credits for this degree</b></p> <p>*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
Bus 103	Introduction to PGA Golf Management	(2 cr)																													
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Bus 386	Food & Beverage Hospitality with Lab	(4 cr)																													
Bus 398	Internship	(6 cr)																													
Rec 105	Teaching Golf I	(2 cr)																													
Rec 205	Teaching Golf II	(2 cr)																													
Rec 305	Teaching Golf III	(2 cr)																													

**Office of the Registrar Information**

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Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-2017		
UCC Item Number:	UCC-17-035e		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**College of Letters, Arts and Social Sciences**

**Proposed Catalog Changes**

**Effective Summer 2017**

**SOCIOLOGY AND ANTHROPOLOGY**

1. Create the following prefix:

**AFST (Africana Studies)**

2. Add the following course:

**AFST 101 Introduction to Africana Studies (3 cr)**

This course provides an introduction to Africana Studies. Specifically, it will examine aspects of African History, Contemporary African politics, the creation of the diaspora, contemporary race relations, Africana literature, and Africana music. It will incorporate theories on African development, globalization, and racial formation as it explores these topics. This course will be cotaught by affiliated faculty in the program, each presenting on their area of expertise.

**Available via distance:** No

**Geographical Availability:** Moscow

**Rationale:** We are proposing an interdisciplinary academic minor in Africana Studies. This course will provide students with an overview of the theories of this academic discipline as well as the breadth of opportunity available in the study of the African diaspora. Students will take this course in order to ground them in the research, theories, and experiences related to the Africana Diaspora. Students will also have the opportunity to meet the various faculty affiliated with this program as they each teach on their topic of expertise.

**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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	CLASS		
Department/Unit:	Sociology and Anthropology		
Dept/Unit Approval Date:	11/7/16	Vote Record:	Soc/Anth 13 Y; 1 N
College Approval Date:	11/28/16	Vote Record:	Affiliated Faculty 19 Y, 0 N
CIP code (Consult Institutional Research):	05.0201		
Primary Point of Contact (Name and Email):	Kristin Haltinner	<a href="mailto:khaltinner@uidaho.edu">khaltinner@uidaho.edu</a>	

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

**Direct Student Need**

This proposal is a response to current student demand. Numerous students have approached potential faculty asking for a degree program in Africana Studies. This reflects a broader demand for interdisciplinary programs that focus on the experiences of subaltern populations. Courses will be drawn from those currently offered in the departments of English, French, History, Music, Political Science, and Sociology and Anthropology.

The United States is becoming an increasingly diverse place. A minor in Africana Studies will allow our students to be more competitive in their job search after college. Students who earn this minor will be better able to work with a diverse workforce, work with a diverse clientele, and adapt to societal changes.

Finally, a minor in Africana studies will empower students to better understand the historical, political, and social contexts that have led to and continue to shape contemporary global politics and racial relations. Students will be better empowered to improve community relations in their personal lives and public careers.

**Institutional Enhancement Given Regional Shortcoming**

The state of Idaho does not currently have any programs in African or African American Studies. As the University of Idaho continues to become more competitive among our sister R1 universities, students will be seeking programs that support cultural competency. Currently esteemed R1 institutions including (but not limited to) the University of Minnesota, the University of Wisconsin, the University of Iowa, and other prestigious public universities have similar programs. However, degrees in Africana Studies are less common in the Mountain States, with approximately one program per state (exceptions include Idaho, which currently has no degree offerings, and Colorado which has two such programs). Programs in this region include: the University of Montana (major, minor, and academic certificate), the University of Nevada (major and minor), the University of Utah (minor), the University of Wyoming (major and minor), the University of New Mexico (major), the University of Northern Colorado (major and minor), Colorado College (minor), and the University of Arizona (major). As such, offering such a program will give students from Idaho an advantage over institutions from neighboring states.

**Strategic Plan**

The proposed minor in Africana Studies meets two key elements of the new strategic plan for the University of Idaho.

First, *Engage*. According the strategic plan outlined by the College of Letters, Arts, and Social Science, engagement is “the vital process through which the University of Idaho touches and enriches the lives of others.” A part of this effort is to create programming that “reflect[s] the richness and diversity of the world around us.” Providing a central place for students to engage in previously provided course material aimed at engaging with American and global diversity, the minor in Africana Studies enhances the ability of UI to accomplish this goal.

Further, the strategic plan calls for students and curricula to *transform*. The strategic plan for the College of Letters, Arts, and Social Sciences argues that the college is: “committed to providing students a liberal education through exposure to a wide breadth of perspectives and experiences that encourage lifelong learning and develop a strong sense of personal and social responsibility”. This proposed minor provides a unique opportunity for our students to learn about the African diaspora, its history, and its continued role in social and political processes. Moreover, students who complete the minor will be given the opportunity to understand the ways that historical processes (colonialism, slavery, migration, apartheid, etc) effected and continue to affect the lives of people of African descent around the world. This will enable students to better understand the perspectives of black people throughout the world in historical and contemporary contexts. The minor will also empower those enrolled to engage with this knowledge in their professions and social lives.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:		1

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	<u>Africana Studies</u>
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
<p><b>Learn and Integrate:</b> <i>Students will be able to report on the history of Africa, African migration, and the experiences of people of African descent. Students will also be able to report about traditional and contemporary elements of Africana culture including, but not limited to, the development of different styles of music as well as Africana literature. Finally, students will be able to explain sociological theories regarding contemporary race relations and the modern experience of people in the African diaspora.</i></p> <p><b>Think and create:</b> <i>Students will be able to discuss the socio-historical and contemporary experiences of people in the Africana diaspora from a variety of disciplinary perspectives (Anthropology, English, History, International Studies, Music, Political Science, and Sociology).</i></p>	

**Communicate:** *Students will be able to communicate effectively about topics related to diversity and with diverse communities through oral, written, and visual formats with and among diverse communities.*

**Clarify purpose and perspective:** *Students will be able to explain their own positionality given socio-political-historical processes.*

**Practice Citizenship:** *Students will be able to explain the historical contexts that have given rise to our current global society.*

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

Each course offered through the minor will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program.

Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the program.

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

The affiliated faculty will meet each semester to discuss the program and implement needed improvements. The director will be tasked with implementing changes as weaknesses become evident. This will be completed in conjunction with the affiliated faculty.

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

The director of the program will develop an assessment tool that will be distributed to students in Africana Studies 101. It will then be given to people graduating with the minor in order to evaluate the success the minor has had in reaching the learning outcomes outlined above.

The director will also periodically facilitate a third party's construction of focus groups and interviews with students to evaluate areas needing improvement.

5. When will assessment activities occur and at what frequency?

Pre-tests will be completed each year in Africana Studies 101. Post-tests will be provided to graduating seniors who have completed the minor. These tests will measure knowledge of Africana history, culture, and social experiences. They will also evaluate students' understandings of academic theories related to the African diaspora. Interviews or focus groups with enrolled students will occur annually. There will be a faculty meeting every semester.

### Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	<p>The program is built almost exclusively from courses already offered. While enrollment may be slightly elevated in courses currently offered, there should be room to accommodate program participants in the current course schedule. Thus it should not require a significant amount of resources.</p> <p>However, the director of the program may eventually require a course buyout in order to supervise/participate in instruction of AFST 101 and to manage their additional responsibilities as director.</p> <p>Depending on enrollment growth, this is a topic that may need to be revisited in the future.</p>	

### Distance Education Availability

This section must be completed if program component request section is 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](mailto: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 if program component request section is completed

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

Moscow	X
Coeur d'Alene	
Boise*	
Idaho Falls*	

Other**		Location(s):	
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\*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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-26-17		
UCC Item Number:	UCC-17-033a		
UCC Approval Date:	03-27-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

#### **Required course work (10-12 cr):**

AFST 101 Introduction to Africana Studies (3 cr)

#### **One of the following courses on Contemporary Race Relations (3 cr):**

ANTH 427 Race and Ethnic Relations (3cr)

SOC 427 Race and Ethnic Relations (3cr)

SOC 439 Inequality in the Justice System (3cr)

#### **One of the following courses on Africana History or Present Experiences (3 cr):**

ANTH 462 Human Issues in International Development (3 cr)

HIST 315 Comparative African American Cultures (3 cr)

HIST 331 The Age of African Empires (3 cr)

HIST 441 Slavery and Freedom in the Americas (3 cr)

IS 326 Africa Today (3 cr)

#### **One of the following courses on Africana Music and Literature (1-3 cr):**

ENGL 380 Introduction to U.S. Ethnic Literature (3 cr)

ENGL 483 African American Literatures (3 cr)

IS 370 African Community, Culture, and Music (1-3 cr)

MUSA 365 CE: World Beat Ensemble (1 cr)

MUSH 201 History of Rock and Roll (3 cr)

MUSH 410	Studies in Jazz History (3 cr)
<b>Selected electives (6 -8 cr):</b>	
AMST 301	Studies in American Culture (3 cr)
ANTH 220	Peoples of the World (3 cr)
ANTH 261	Language and Culture (3 cr)
ANTH 412	Human Races (3 cr)
ANTH 462	Human Issues in International Development (3 cr)
COMM 335	Intercultural Communication (3 cr)
EDCI 302	Teaching Culturally Diverse Learners (4 cr)
ENGL 380	Introduction to U.S. Ethnic Literature (3 cr)
ENGL 483	African American Literatures (3 cr)
ENGL 485	Global Literatures in English (3 cr)
FLEN 315	French and Francophone Cinema in Translation (3 cr)
FLEN 391	Hispanic Film (3 cr)
HIST 315	Comparative African American Cultures (3 cr)
HIST 321	Pirates of the Caribbean and Beyond (3 cr)
HIST 331	The Age of African Empires (3 cr)
HIST 441	Slavery and Freedom in the Americas (3 cr)
IS 325	The Contemporary Muslim World (3 cr)
IS 326	Africa Today (3 cr)
IS 370	African Community, Culture, and Music (1-3cr)
LAS 462	Human Issues in International Development (3 cr)
MUSA 365	CE: World Beat Ensemble (1 cr)
MUSH 201	History of Rock and Roll (3 cr)
MUSH 410	Studies in Jazz History (3 cr)
MUSH 420	Studies in World Music (3 cr)
POLS 480	The Politics of Development (3 cr)
SOC 340	Social Change & Globalization (3 cr)
SOC 334	Urban Sociology (3 cr)
SOC 427	Racial and Ethnic Relations (3 cr)
SOC 439	Inequalities in the Justice System (3 cr)
SOC 465	Environment, Policy, and Justice (3 cr)

*Courses to total 18 credits for this minor.*

## 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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

### Submission Information

This section must be completed

College:	Education		
Department/Unit:	Curriculum & Instruction		
Dept/Unit Approval Date:	November 11, 2016	Vote Record:	Aye: 17    Nay: 0    Abstain: 0
College Approval Date:	CCC: 11/30/16 TECC: 12/1/16 CoE: 12/9/16	Vote Record:	Aye: 12    Nay: 0    Abstain: 0 Aye: 11    Nay: 0    Abstain: 0 Aye: 44    Nay: 0    Abstain: 1
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Taylor Raney <a href="mailto:tcraney@uidaho.edu">tcraney@uidaho.edu</a>		

### Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

To meet k-12 industry needs for teachers of mathematics, faculty from the departments of Curriculum & Instruction and Mathematics have partnered to propose this strand within the currently approved mathematics teacher endorsement program. Workload will be addressed through the offering of courses every other semester or year, as opposed to every semester or year, so faculty teaching loads will not increase. Assessment will be addressed through the regular assessment model in the College of Education, primarily including uploading into Taskstream of evidence against the Idaho Standards for Preparation of Professional School Personnel.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement:	
Are new courses being created:	No	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:		four	

If the request is for an option or emphasis enter the associated major and degree:

Major:	Secondary Education	Degree:	B.S.Ed.
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Basic Mathematics (teaching minor)

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
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The degree candidate demonstrates competency regarding the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

The degree candidate demonstrates abilities to regard how students learn mathematics and develop mathematical thinking and provides opportunities that support their intellectual, social, and personal development.

The degree candidate applies understanding regarding how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

The degree candidate uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

The degree candidate uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in the classroom.

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

Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. These data include signature assignments common to each section of the course offered, faculty feedback regarding those assignments as well as dispositional, knowledge, and performance indicators, and degree candidate outcome scores on summative exams (Praxis II) for content and pedagogy. Data are collected using Taskstream software and maintained by the Director of Assessment and Accreditation, who proactively and reactively provides information to faculty and administration that is used to make curricular decisions.

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

National (Council for Accreditation of Educator Preparation), regional (Northwest Commission on Colleges and Universities), and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to utilize assessment findings in any potential revisions to programs. The Basic Mathematics teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.

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

Degree candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Degree candidates deliver mathematics education to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively. Each of the identified SLOs above (including each indicator under each standard on the attached document) is evaluated using these identified degree candidate outputs. Each of the above indicators is assessed using formative and summative measures within each teacher preparation class, but the summative evaluation of all of the above is the University of Idaho Teacher Performance Assessment (UI-TPA). The UI-TPA is scored against a validated rubric and all of the above are expected to be demonstrated in that assessment, which is aligned to expected degree candidate learning outcomes.

5. When will assessment activities occur and at what frequency?

Assessment activities for teaching minors are ongoing, including annual spring evaluation of all indicators by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
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Brief Description of financial impact:	While four courses have been created to be completed during this program, efficiencies have been identified by staggering the offerings of other mathematics education courses. Of the four courses, three of them are absorbed (financially, teaching load), while one will be necessarily paid for by Department of Curriculum and Instruction funds. All pertinent department and college administrative faculty have been consulted in this process and have committed to this plan.
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**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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*	x	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	x

**Geographical Area Availability**

This section must be completed if program component request section is 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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	3-8-17		
UCC Item Number:	UCC-17-039a		
UCC Approval Date:	3-27-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**D. Basic Mathematics Teaching Minor (21 cr)**

EDCI 413 Data Analysis and Probability	(3 cr)
EDCI 416 Algebraic and Proportional Reasoning	(3 cr)
MTHE 409 Algebraic and Functional Reasoning	(3 cr)
MTHE 410 Proof and Argumentation	(3 cr)
EDCI 411 Geometry, Measurement, and Trigonometry	(3 cr)

**One of the following two options:****Elementary Teacher Candidates:**

MTHE 235 Mathematics for Elementary Teachers I	(3 cr)
MTHE 236 Mathematics for Elementary Teachers II	(3 cr)

**Secondary Teacher Candidates:**

Six credits of advisor approved electives

### To Whom It May Concern:

The University of Idaho is writing to inform the Idaho State Board of Education of the architecture program's intention to offer the first two years of the B.S. Architecture in Boise beginning Summer 2017.

Expanding architecture offerings to include the first two years of architectural education in Boise is done to: make architecture more accessible to students across the state of Idaho; build a critical mass of students to serve the architectural profession across the State of Idaho and beyond; and, as mandated by the Idaho State Board of Education, better meet the responsibility of delivering architectural education to the state of Idaho.

The formalization of architectural foundations in Boise provides an easy launching point for students towards both the B.S. and M.Arch degrees, particularly place-bound students. These first two years of the architectural education prepare students with the basic skills and design fundamentals required to build a competent portfolio, apply to our professional program (which begins in the 3rd year), and if accepted, be successful moving forward in architecture. This pathway in Boise will allow students to try out architecture, which is one of the intentions of the first two years of the program generally: the first two years of the program allow students to pursue nascent design interests and find out if their interests resonate with the specific goals, training, and ends of architectural education.

The need for architecture in Boise is both real and symbolic. It is symbolic because architectural education in the state of Idaho is solely the responsibility of the University of Idaho, and if we are not present in the city with the greatest concentration of architecture firms in the state (Boise), then we are neither seen as central to the architectural dialogue of the state, or as well-connected to the profession. In terms of the real needs for architectural education in Boise, there tends to be a contingent of students that are interested in architecture but not ready to move away from Boise for family or financial reasons. In some cases, they may actually be working in one of the aforementioned Boise architecture firms.

We imagine, based on the previous pre-architecture degree that was offered at Boise State, that we would start with 10-15 students per year initially and retain most of this number into the second year, for a total of 20-30 students across the two years. Eventually, we would like to get to a place where there are 20-25 in the first year and second years respectively (with 40-45 total students by 2021). These numbers would be consistent with the corresponding numbers in Moscow studio classes and the numbers dictated by our accrediting body.

### **RESOURCES**

The delivery of design foundations courses, at least at the inception of the program, will be taught solely by Dwaine Carver and Román Montoto, both of whom have expertise and extensive experience teaching the first years of architectural education. The curriculum offered at the Water Center will consist of a series of art and architecture courses designed to provide the design foundations of an architectural degree. Specifically, we will offer introduction to design process, introductions to design drawing and technical drawing, and the beginning architectural studio sequence, which is paired with a construction technology course and a digital media course (there is the possibility that these latter two courses could be offered as hybrid courses serving both Moscow and Boise). Any of these courses could be taken by Interior Design or Landscape Architecture majors as well (a number of these courses fulfill foundations requirements in their respective programs). These courses will be complemented

by general education classes available at the University of Idaho online (see program sheet below). Our space needs are fulfilled by the studio space and a lecture room we currently use at the UI Water Center and rooms in the Art and Architecture Buildings on the Moscow campus.

The requested budget deals primarily with course delivery (see detailed budget sheet below). The appointment of Dwaine Carver as a full-time faculty member will give us a faculty member capable of teaching any required art or architecture course in the first two years.<sup>1</sup> The same can be said of Román Montoto who will move from Moscow to Boise to coordinate the curriculum, lead recruitment, teach selected courses in the first year, teach Arch 243 (digital media) and develop a hybrid version of Arch 243 for Moscow/Boise delivery, and teach the second-year studio sequence. The budget request for Montoto is to cover his moving expenses and to hire his replacement in Moscow.<sup>2</sup> We will also need funding to build the program: advertising, marketing, and recruitment travel will be essential to the success program.<sup>3</sup> Finally, in order to support a seamless, more efficient, connection between Moscow and Boise and support future hybrid and distance course offerings, funding for more advanced technology will be a goal as the program expands.

## **FUTURE**

After its inception, we will continually assess the success and viability of the program, with an eye on the potential for a full bachelor's degree in Boise. Concurrently, we will be exploring a series of specialized master's degrees—including a master's in real estate development, a master's in digital fabrication, and a master's in urban design—all meant to take advantage of the context and connect with alumni and program supporters in the region. We believe the diversification of offerings will be the next steps in increasing the presence of the architecture program in Boise in terms of education and research, both of which will improve access to architectural knowledge in the southern part of the state of Idaho and allow the University of Idaho Architecture Program to have more effect on the architectural challenges facing the state of Idaho.

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<sup>1</sup> Budget III.A.2 & 8

<sup>2</sup> Budget III.A.2 & 8

<sup>3</sup> Budget III.B.

**Program Resource Requirements.**

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

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		15		20		30		45
B. Shifting enrollments		5		5		5		5
<b>Total Enrollment</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>50</b>

**II. REVENUE**

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	-							
2. Institution Funds	<u>\$157,320.00</u>	<u>\$42,680.00</u>	<u>\$162,039.60</u>		<u>\$166,900.79</u>		<u>\$171,907.81</u>	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	<u>\$39,060.00</u>		<u>\$39,060.00</u>		<u>\$39,060.00</u>		<u>\$39,060.00</u>	
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<u>\$196,380</u>	<u>\$42,680</u>	<u>\$201,100</u>	<u>\$0</u>	<u>\$205,961</u>	<u>\$0</u>	<u>\$210,968</u>	<u>\$0</u>

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

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

**III. EXPENDITURES**

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	- 2.0 -		- 2.0 -		- 2.0 -		- 2.0 -	
2. Faculty	<u>\$120,000.00</u>		<u>\$120,000.00</u>		<u>\$120,000.00</u>		<u>\$120,000.00</u>	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	- 37320 -		- 37320 -		- 37320 -		- 37320 -	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$157,320</u>	<u>\$0</u>	<u>\$157,320</u>	<u>\$0</u>	<u>\$157,320</u>	<u>\$0</u>	<u>\$157,320</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1.Travel	\$15,000.00		\$15,000.00		\$16,000.00		\$16,000.00	
2. Professional Services		\$6,625.00						
3. Other Services		\$25,000.00						
4. Communications	\$1,500.00		\$1,600.00		\$1,700.00		\$1,800.00	
5. Materials and Supplies	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
6. Rentals								
7.Materials & Goods for Manufacture & Resale								
8. Miscellaneous		\$11,055.00						
<b>Total Operating Expenditures</b>	<b>\$26,500</b>	<b>\$42,680</b>	<b>\$26,600</b>	<b>\$0</b>	<b>\$27,700</b>	<b>\$0</b>	<b>\$27,800</b>	<b>\$0</b>

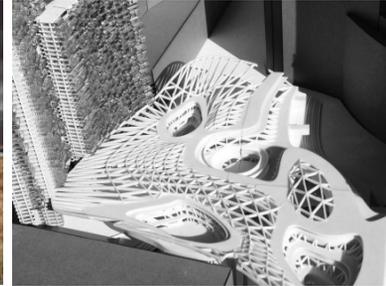
	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
<b>Total Capital Outlay</b>	<b>\$2,000</b>	<b>\$0</b>	<b>\$2,000</b>	<b>\$0</b>	<b>\$2,000</b>	<b>\$0</b>	<b>\$2,000</b>	<b>\$0</b>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilites								
Maintenance & Repairs	<u>\$1,000.00</u>		<u>\$1,250.00</u>		<u>\$1,500.00</u>		<u>\$1,750.00</u>	
Other								
<b>Total Other Costs</b>	<u>\$1,000</u>	<u>\$0</u>	<u>\$1,250</u>	<u>\$0</u>	<u>\$1,500</u>	<u>\$0</u>	<u>\$1,750</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$185,820</u>	<u>\$42,680</u>	<u>\$185,920</u>	<u>\$0</u>	<u>\$187,020</u>	<u>\$0</u>	<u>\$187,120</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$10,560</u>	<u>\$0</u>	<u>\$15,180</u>	<u>\$0</u>	<u>\$18,941</u>	<u>\$0</u>	<u>\$23,848</u>	<u>\$0</u>

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

I - A.B.	Enrollments based on proposal of 30-45 students with increase factored in per FY
II - 1.2.5.	1. Base Salary/Fringe for two Architecture Faculty members
	2. One-time request for moving, advertisement, recruitment, technology upgrades, and classroom support
	5. Professional Fee Revenue for Boise based Architecture students.
III - A- 1.2.8.	1. 2 FTE / 2. Base Salary for 2.0 FTE / 8. Fringe Benefits for 2.0 FTE
III - B- 1.2.4.5.8.	Budget breakdown per category of operating expenses and one-time funding request
III - C- 2.	Budget breakdown per category of capital outlay expenditures
III - E-	General Repairs and Maintenance cost per year

# ARCHITECTURE



Beginning in the fall of 2017 the University of Idaho will begin offering the full first two years of its architecture program in Boise. Students will take required first and second-year art and architecture courses at the Urban Design Center at the University of Idaho Water Center and take core classes either at the Water Center or via the University of Idaho distance offerings. The architecture courses will consist of an introduction to art and design creative process, two semesters of beginning architecture design studio, one semester of beginning architectural drawings and graphics, a primer in basic construction, and a course on the relationship between architecture and the built environment, and architectural history. After the first two years the student may enter the professional degree program, doing two years of focused design and construction course work on the Moscow Campus. The final two years of the professional degree may be done in either Moscow or Boise.

(Please note if you are interested in other design programs offered at University of Idaho such as interior design or landscape architecture this architectural foundation gives a student advanced standing when entering the other respective programs in Moscow.)

# BOISE

CLASSES BEGIN AUGUST 21st

For more information contact:

Randall Teal  
Head of Architecture Program  
875 Perimeter Dr. MS 2451  
Moscow, ID 83844-2451  
P: 208.885.6781  
arch@uidaho.edu  
www.uidaho.edu/caa

**BOISE (UI Water Center)**

	fall	spring	TOTAL
1	Art 121 Integrated Design Process	2	TOTAL 16
	Art 110 Integrated Art & Design Communication	2	
	Arch 151 Intro to the Built Environment (D)	3	
	Isem 101 Integrated Freshman Seminar (D)	3	
	Eng 101 or General Education <sup>1</sup> (D -ISI)	3	
	Math 143 Pre-Calc Algebra/Analytic Geom (D -ISI)	3	

	fall	spring	TOTAL
	Arch 154 Intro to Architectural Graphics	3	TOTAL 15
	Art 112 Drawing as Design Thinking	2	
	Math 160 Survey of Calculus (or alternative) <sup>2</sup> (D -ISI)	4	
	Gen Ed Requirement (D)	3	
	Eng 102 College Writing and Rhetoric (D)	3	

2<sup>ND</sup> YEAR GATE: APPLICATION REQUIRED

2	Arch 253 Architectural Design 1	4	TOTAL 14
	Arch 266 Materials and Methods	3	
	Arch 385 Global History of Architecture 1	3	
	Phys 111 General Physics 1 (D)	3	
	Gen Ed Requirement (if needed) (D)	3	

	Arch 254 Architectural Design 2	4	TOTAL 16
	Arch 243 Media in Architecture	3	
	Arch 386 Global History of Architecture 2	3	
	Gen Ed Requirement (D)	3	
	Gen Ed Requirement (D)	3	

*D=Distance offering ISI=Independent Study/Idaho*

**MOSCOW** 3<sup>RD</sup> YEAR GATE: PORTFOLIO AND APPLICATION REQUIRED

3	Arch 353 Architectural Design 3	6	TOTAL 15
	Arch 361 Structural Systems 1	3	
	Larc 251 Principles of Site Design	3	
	Phys 111 General Physics 1 LAB	1	
	Elective	3	

	Arch 354 Architectural Design 4 (or Arch 5/454)	6	TOTAL 16
	Arch 362 Structural Systems 2	3	
	Arch 388 Introduction to Theory	3	
	Gen Ed Requirement	3	
	Isem 301 Great Issues	1	

4	Arch 5/454 Vertical Studio	6	TOTAL 16
	Arch 463 ECS 1 + Lab	4	
	Arch 483 Urban Theory & Issues	3	
	Elective	3	

	Arch 5/454 Vertical Studio	6	TOTAL 16
	Arch 464 ECS 2 + Lab	4	
	Arch 461 Building Assemblies	3	
	Elective	3	

**MOSCOW** GRADUATE GATE: APPLICATION REQUIRED

G1	Arch 5/454 Vertical Studio	6	TOTAL 12
	Arch 575 Professional Practice	3	
	Graduate Elective	3	

	Arch 553 Integrated Design	6	TOTAL 11
	Graduate Architecture Elective	3	
	Arch 568 Technical Integration in Design	3	

G2	Arch 510 Graduate Project Seminar	3	TOTAL 11
	Graduate Elective	3	
	Graduate Elective	3	
	Graduate Elective	2	

	Arch 556 Graduate Project	6	TOTAL 11
	Graduate Architecture Elective	3	
	Graduate Elective	2	

**UNIVERSITY OF IDAHO SEAMLESS M.Arch ADVISING SHEET 2017**

**Track: Years 1&2 BOISE**

1. Degree-seeking students must be enrolled in Eng 090, 101, or 102 in their first semester in residence and each subsequent semester until they have passed Eng 102.

2. Math 160 Alternatives: Philosophy 202 (Intro to Symbolic Logic 3cr), Statistics 251 (Principles of Statistics 3cr) or Computer Science 112 (Intro to Problem Solving and Programming 3 cr).

The B.S.Arch degree requires a minimum of 124 credits, including at least 3 cr of 200-level or above courses taken outside the disciplines of architecture; landscape architecture; art and design; interior design; and virtual technology and design; and 3 cr of 200-level or above courses taken within the disciplines; and at least 3 credits of 200-level or above courses taken in any discipline. (Credits earned in completion of an academic minor may be substituted for elective credits).

The M.Arch degree requires a minimum of 45 credits. 24 of these credits must be at the 500-level; others may be from 400-level courses in Architecture and 300- or 400-level courses in supporting areas. Arch 552 may be substituted for Arch 554 with permission.

## 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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

### Submission Information

This section must be completed

College:	College of Natural Resources		
Department/Unit:	Natural Resources and Society/ McCall Outdoor Science School		
Dept/Unit Approval Date:	10/24/16	Vote Record:	Unanimous
College Approval Date:	11/7/16	Vote Record:	Unanimous
CIP code (Consult Institutional Research):	31.0601		
Primary Point of Contact (Name and Email):	Lee Vierling, leev@uidaho.edu		

### Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

We propose to change the name of this Certificate to reflect its evolution from a professional certificate aimed at environmental educators to a broader certificate that appeals to natural resource professionals and scientists who want to develop their science communication skills.

### Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	Environmental Education
---------------	-------------------------

New Name:	Environmental Education <u>and Science Communication</u>
Current Degree:	
New Degree:	
Other Details:	Certificate
Effective Date:	Fall 2017

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	Modify:	Discontinue:	Implementation Date:
Graduate Level:	Undergraduate Level:	Law Level:	Credit Requirement:
Are new courses being created:	No	Yes	If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
--------	--	---------	--

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?

5.	When will assessment activities occur and at what frequency?

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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	x

**Geographical Area Availability**

This section must be completed if program component request section is completed

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

Moscow	
--------	--

Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**	X	Location(s):	McCall Field Campus

\*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 2017		
Date Received by the Office of the Provost and Executive Vice President:	1/13/17		
Date Received by Budget Office, if applicable:	n/a		
Date Received by Institutional Research and Assessment:	n/a		
Date Received by UCC Secretary:	3-08-17		
UCC Item Number:	UCC-17-036a		
UCC Approval Date:	3-20-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

## 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](mailto: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 15<sup>th</sup>** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

### Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	Masters of Natural Resources/Natural Resources and Society		
Dept/Unit Approval Date:	10/24/2016	Vote Record:	unanimous
College Approval Date:	12/5/16	Vote Record:	unanimous
CIP code (Consult Institutional Research):	31.0601		
Primary Point of Contact (Name and Email):	Karla Eitel ( <a href="mailto:keitel@uidaho.edu">keitel@uidaho.edu</a> )		

### Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

We propose to create a new Masters of Natural Resources (MNR) option in the area of Environmental Education and Science Communication. The McCall-based curriculum and overall graduate program forms a strong professional, terminal degree in the field of environmental education and science communication. This degree option will be cohort based and will complement and extend the current McCall-based graduate certificate program to offer an immersive, hands-on experience for individuals wishing to advance to a career in environmental education, place-based education, and science communication. Students engage in a comprehensive suite of practical, classroom-based and field-based coursework in various outreach settings. Based on our speaking with and recruiting approximately 100 prospective graduate students per year, we find that there is significant market demand for such a degree option and that the option reflects the needs and interests of many of these prospective students. Through curricular changes we have slightly modified the program so that it aligns with MNR requirements without adding to faculty workload. By offering a professional degree we will be meeting the demands of the market and providing an attractive degree track within the MNR suite of options.

### Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:		1	

If the request is for an option or emphasis enter the associated major and degree:

Major:	Natural Resources	Degree:	MNR
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Enter the name of the program component in the appropriate row:

Option:	Environmental Education and Science Communication
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
	<ol style="list-style-type: none"> <li>1. Students will develop a basic understanding of local ecology and phenology.</li> <li>2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.</li> <li>3. Students will be able to appreciate and communicate the complexity of systems.</li> <li>4. Students will demonstrate empathy and appreciation for diverse perspectives.</li> <li>5. Students will exhibit tolerance for adversity and uncertainty.</li> <li>6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.</li> <li>7. Students will be able to lead in a variety of situations.</li> <li>8. Students will demonstrate that they can care for the emotional, mental, physical</li> </ol>

needs of a group.

9. Students will be able to creatively address complex problems.
10. Students will use effective written and oral communication.
11. Students will be able to use scholarly literature in a variety of practical contexts.

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

Each course culminates with a "signature assignment". These signature assignments will be gathered into a professional portfolio to be presented at the end of the program. These assignments include an ecology research project, a phenology project, a curriculum design project, an educational research project, a science communication project, a leadership project, teaching observations, group debriefs and reflective journals. These pieces will be evaluated as individual assignments and then again when they are compiled into the learning portfolio presented at the end of the one-year program. Additionally, students will create a capstone case study to explore how environmental education and science communication address complex environmental issues.

Assignments linked to specific outcomes are listed below:

1. Students will demonstrate a basic understanding of local ecology and phenology.
  - a. Assessment: Students will score a passing grade on the **end of semester ecology exam** in NRS 560 (Place-based Ecology 1).
  - b. Assessment: Students will successfully conduct and present a **phenology project** in NRS 565 (Science Communication).
2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.
  - a. Assessment: Students will identify the epistemological framework that guides their **ecology project** in NRS 560 (Place-based Ecology 1), and suggest alternative frameworks that could have been used.
  - b. Assessment: Students will conduct an **educational research project** in NRS 563 and identify their main epistemological framework (paradigm) and alternative frameworks that could have been used.
3. Students will be able to appreciate and communicate the complexity of systems.
  - a. Assessment: Through a phenology project in NRS 565 (Science Communication), students will successfully communicate the relationships between biotic components of an ecosystem and the abiotic seasonal forces (available water, temperature, length of day) that drive change in the system.
  - b. Assessment: Through a **curriculum development project** in NRS 563 (Place-based Education), students will examine the relationship between National educational standards and individual educational philosophies to create a curriculum sequence that shows a logical progression from goals to assessment to learning activities while making room for student-centered instruction.
  - c. Assessment: Through a **science communication project** in NRS 566 (Place-based Ecology II), students will effectively identify and address various stakeholders in an issue and tailor communication to communicate with those stakeholders.
4. Students will demonstrate empathy and appreciation for diverse perspectives.
  - a. Assessment: In **debriefs** conducted as part of NRS 567 and 568 (teaching practicum), students will show empathy for diverse learners and varying perspectives between teachers, chaperones, field instructors and program staff.
  - b. Assessment: In a **curriculum development project** in NRS 563, students will incorporate diverse student perspectives in student-centered activities.
  - c. Assessment: Through a **science communication project** in NRS 566, students will show empathy and appreciation of diverse audience perspectives.

5. Students will exhibit tolerance for adversity and uncertainty.
  - a. Assessment: In **teaching observations** conducted as part of the teaching practicum, students will demonstrate an ability to effectively lead a group through uncertain programmatic (e.g. new information from teachers or program staff), environmental and weather conditions.
6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.
  - a. Assessment: Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction in **teaching observations** conducted as part of the teaching practicum.
  - b. Assessment: Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction through **lesson plans** turned in as part of the teaching practicum.
7. Students will be able to lead in a variety of situations.
  - a. Assessment: Students will demonstrate that they can effectively lead groups of K12 students and their peers in a variety of contexts through **observations** while serving as a field instructor and program host.
8. Students will demonstrate that they can care for the emotional, mental, physical needs of a group.
  - a. Assessment: Students will demonstrate that they can effectively lead groups of K12 students and their peers in a variety of contexts through **observations** while serving as a field instructor and program host.
9. Students will be able to creatively address complex problems.
  - a. Assessment: Students will exhibit creativity in addressing complex problems through the creation of a **science communication project** that uses multiple forms of communication (digital media, sound, image) to communicate about and engage audiences in critical thought about complex problems.
10. Students will use effective written and oral communication.
  - a. Assessment: Each course signature assignment (see particular assignments throughout above assessment pieces) will be assessed on effective written and oral communication as a component of the overall score.
  - b. Assessment: In **teaching observations**, students will demonstrate an ability to effectively convey key concepts.
11. Students will be able to use scholarly literature in a variety of practical contexts.
  - a. Assessment: Each course signature assignment with a written component (ecology project, phenology project, curriculum design, educational research and science communication project) will include a review of relevant scholarly literature.
12. Students will be able to critically reflect on their own performance.
  - a. Assessment: As part of the teaching practicum, students will prepare reflective teaching journals addressing their successes and struggles as a field instructor.
  - b. Assessment: In presenting their learning portfolio, students will critically review the pieces that they created for each of the courses. They will identify their own growth and areas with needed improvement.

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

We conduct annual reviews to assess our program. These findings are used to modify courses, add or drop courses and modify assessment processes. We will compile results from each course to track student progress throughout the year and make adjustments as needed. The program is designed to be a one-year, cohort-based professional degree where all students take the same courses. Results of courses will be compiled throughout the year and reported on each year for the cohort finishing the prior academic year.

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

Direct measures: End of course projects and exams, "signature assignments", portfolio reflection, case study products.  
 Indirect measures: Observations of grad students teaching K12 students, leading their peers as program host, journal reflections.

Rubrics are used to score the ecology exam, ecology project, curriculum design, educational research, phenology project, and science communication project.  
 A qualitative feedback form is used to provide graduate students with feedback from teaching and program hosting observations.

5. When will assessment activities occur and at what frequency?  
 Assessment occurs as part of each course. Additionally, we conduct annual "exit" interviews with students, a capstone presentation and portfolio presentation. Teaching observations take place once each semester. The entirety of the program will take place in one academic year and student progress will be assessed each semester and at the end of the program, allowing us to report on outcomes annually.

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	x	Less than \$250,000 per FY:	
Brief Description of financial impact:	This program will be offered from start to completion at the McCall Field Campus and we therefore are requesting to assess students a self-support fee for this program. Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trip sand professional conferences, conducting background checks, field equipment and supplies for courses and teaching, maintenance and repairs of field campus infrastructure and improvements, and the University of Idaho G & A assessed at 10%. To offset these expenses, a self-support program fee will be collected in the amount of \$19,805 per student.		

**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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	x

**Geographical Area Availability**

This section must be completed if program component request section is completed

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

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**	x	Location(s):	McCall Field Campus

\*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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:		3-8-17	
UCC Item Number:		UCC-17-036b	
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**Environmental Education and Science Communication Option****1) Ecology and Management (8 credits)**

NRS 560	Place-based Ecology	4 cr
NRS 566	Place-based Ecology II	4 cr

**2) Human Dimensions (6 credits)**

NRS 575	Leadership for the Environmental Educator	2 cr
NRS 565	Science Communication and the Environment	4 cr

**3) Policy, Planning and Law (6 credits)**

NRS 563	Place Based Environmental Education***	4 cr
NRS 568	Environmental Education Teaching Practicum II	2 cr

**4) Tools and Technology (6 credits)**

NRS 562	Field Science Teaching	2 cr
NRS 567	Environmental Education Teaching Practicum I	2 cr
NRS 564	Teaching Environmental Education in a Winter Environment	2 cr

**5) Case Study Project (3 credits)**

NRS 502	Directed Study	1-16 cr
NRS 599	Non-thesis Master's Research	1-16 cr

**6) 3 credits in the following**

NRS 504	Special Topics: Integration Seminar	1 cr
NRS 569	Environmental Education Teaching Practicum III	2 cr Sum

*Courses for this option to total 32 credits*

**Note:**

\*\*\* These courses have a significant component relating to educational policy and law/regulations relating to curricular standards development, content, and implementation. (e.g. Common Core Standards, Next Generation Science Standards, Idaho State Standards, etc.)

## 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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

### Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	College of Natural Resources		
Dept/Unit Approval Date:	N/A, Collegewide program	Vote Record:	
College Approval Date:	November 7, 2016	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Karen Launchbaugh ( <a href="mailto:klaunchb@uidaho.edu">klaunchb@uidaho.edu</a> )		

### Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

#### Discontinue Graduate Certificate in Restoration Ecology

- 1) In the last 12 years, only 46 students have received the Certificate (~4/year). There are currently 10 students enrolled in the Certificate. Karen Launchbaugh will work with these students to find alternative courses to complete the Certificate.
- 2) One faculty member, Dr. Charles Harris, taught 2 of the 4 required courses in the Certificate (NRS 572 Human Dimensions of Restoration Ecology-3 cr; NRS 580 Restoration Ecology Practicum-2 cr). His retirement, left a gap and no professors in the College of Natural Resources have come forward to teach these courses.
- 3) Based on conversations with students, the Certificate was primarily completed as part of the Masters of Natural Resources or Environmental Science M.S. & Ph.D. degree and it does not appear that the Certificate drew students to a degree at the U of I. It was basically completed because

it was an easy "bonus" with the MNR and ENVS Degrees.

- 4) The Masters of Natural Resources faculty are working to create a Restoration track in the MNR degree which will fill potential demand for restoration and may draw students to a degree at the U of I.
- 5) The newly established Undergraduate Certificate in Restoration Ecology may fill some students need for a Certificate.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. \*\*Note: a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:		Modify:		Discontinue:	<input checked="" type="checkbox"/>	Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Restoration Ecology	Degree:	Graduate Certificate
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:		Less than \$250,000 per FY:	
Brief Description of financial impact:			

**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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	
*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 if program component request section is completed

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

Moscow		
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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-17-2017		
UCC Item Number:	UCC-17-038		
UCC Approval Date:	04-03-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

## 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](mailto: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 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

### Submission Information

This section must be completed

College:	College of Engineering		
Department/Unit:	Technology Management		
Dept/Unit Approval Date:	11/18/16	Vote Record:	3/0
College Approval Date:	12/13/16	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Michael Haney	mhaney@uidaho.edu	

### Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

It is requested to add a new certificate named Certificate of Critical Infrastructure Resilience.

The certificate consists of 15 credits, i.e., it requires five 3-credit courses. At least 50% of credit hours must be at 500-level. A grade of 'B' or higher is required in all coursework for this academic certificate. The first course listed on page five is required. The remaining are electives that meet specific objectives. Group 1 of electives cover fundamentals of security and risk management. Students choose two of these courses. Group 2 of electives provide domain-specific engineering fundamentals of cyber-physical systems. Group 3 of electives provide computer security concepts and skills.

**Background:** With the growing need for a highly skilled and well versed cyber security workforce, especially in sectors of our nation's critical infrastructure, there is a need for guidance and recognition of accomplishment in graduate studies in this area. The Idaho National Laboratory and area businesses have requested this certificate to be created and expressed an urgent need for employees with this training and experience.

The certificate will be offered in the Technology Management program to masters-level students in Idaho Falls. Masters students in TM, CS, and ECE will be eligible to earn this cross-disciplined certificate.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	2	

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Certificate of Critical Infrastructure Resilience (15 credit hours)
Teaching Endorsement (Major/Minor):	

## Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
<p>There are four core requirements to earn the proposed certificate. Upon completing the selection of five courses for this certificate, a student will have the following:</p> <ol style="list-style-type: none"> <li>1. An understanding of the fundamental principles of critical infrastructure, the various sectors, and the many pressures to maintain the resilience of that infrastructure, including legal and regulatory, as well as nation-state cyber threats.</li> <li>2. An understanding of the issues involving security, particularly cyber security, and risk management, with the ability to perform a formal and quantitative risk assessment and set strategic direction for policies, procedures and technology to manage the risk.</li> <li>3. A set of skills, jargon, and experience for one or more specific engineering domains that affect critical infrastructure (e.g. power systems, water systems, nuclear power).</li> <li>4. A set of skills, jargon, and experience for one or more specific cyber security technical focus areas (e.g. incident response, forensics, reverse engineering).</li> </ol>	
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>The assessment of the intended learning outcomes will be quantified primarily in two ways. The first is that assessment activities, including tests/quizzes and instructor grading of student work products, will be embedded in the course "Fundamentals of Critical Infrastructure Resilience" which is required of all students attempting to earn this certificate. The Fundamentals course also includes a capstone project required of all students which is designed to measure and assess how the stated learning objectives have been met. The assessment materials for the Fundamentals course will be reviewed annually by the certificate coordination leadership, along with a sampling of student work products. Feedback will be given to the Fundamentals course instructor(s) to inform modifications and improvements for future course offerings.</p> <p>The second means of assessment to evaluate how well students are achieving the intended learning outcomes will be through tests/quizzes and instructor grading of student work products embedded within the various elective courses used to meet the requirements of the certificate. The assessment materials and sampling of student work products will be requested by the certificate coordination leadership from the instructors of these courses and reviewed on an annual basis and used to inform suggested modifications and improvements to the course coordinators for future course offerings. Specific classes that are likely to be taken by a majority of the students pursuing this certificate include TM 529: Risk Assessment, CS 536: Adv. Info. Assurance, ECE 504: Resilient Control in the Power Grid, ECE 470: Control Systems, ME 481: Control Systems, and CS 439/539: Applied Security Concepts.</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>On an annual basis, the certificate coordination leadership will meet to review the assessment materials and sampling of student work products provided by the Fundamentals course instructor and requested of other instructors from elective courses used by students to fulfill the certificate requirements. These assessment materials and results will be reviewed to determine the extent to which they properly assess the stated learning objectives, and if these objectives have been met for the students earning the certificate. Feedback from this review process will be provided to the course coordinators to improve the courses provided. Emphasis will be placed on modifying and improving the Fundamentals course required of all students to address desired learning outcomes and objectives in this course.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct measures of student learning will include class quizzes and exams, as well as individual and group projects or hands-on labs. Indirect measures will be taken through student participation at class time, attendance, and level of engagement. These measures of student learning will be directly aligned with the stated objectives and outcomes of this certificate in the Fundamentals course. Feedback from the certificate coordination leadership will be provided to course coordinators of various elective courses for this certificate on an annual basis, as described above.</p>	

5. When will assessment activities occur and at what frequency?
Continuous assessment will be performed during the course instruction, either through indirect measures, or through ongoing evaluations of the students (e.g. quizzes and tests) embedded in the courses. On an annual basis, the certificate coordination leadership will meet and review the assessment materials and measures as described above and provided to course coordinators to suggest modification and improvement of instruction. Specific recommendations to address any gaps or shortcomings in the certificate learning outcomes will be used to improve the Fundamentals course required of all students pursuing this certificate.

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	This effort is supported with current UI faculty and course offerings. The new course "Fundamentals of Critical Infrastructure Resilience" will be offered initially by the certificate coordinator Michael Haney, and subsequently supported by faculty associated with the Center for Secure and Dependable Systems. The CSDS includes faculty who are currently the course coordinators for the majority of elective classes currently being offered that meet the requirements of this certificate. We expect minimal financial impact.	

**Distance Education Availability**

This section must be completed if program component request section is 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](mailto: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*	X	No
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	X	No

**Geographical Area Availability**

This section must be completed if program component request section is completed

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

Moscow	X
Coeur d'Alene	X
Boise*	X
Idaho Falls*	X

Other**		Location(s):	
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\*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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-22-17		
UCC Item Number:	UCC-17-029		
UCC Approval Date:	4-3-2017	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

### Critical Infrastructure Resilience Certificate

#### Required (3 cr):

TM 504: "Fundamentals of Critical Infrastructure Resilience" cr arr

#### Electives Group 1 – choose 2 (6 cr):

TM 529 Risk Assessment 3 cr  
 CS 536 Advanced Information Assurance 3 cr  
 ECE 475/575: Resilient Control of Critical Infrastructure 3 cr  
 INDT 470: Homeland Security 3 cr  
 INDT 472: NIMS – National Incident Management System 3 cr  
 TM 516: Nuclear Rules and Regulations 3 cr

#### Electives Group 2 (3 cr):

CHE 445 Digital Process Control 3 cr  
 CS 452: Real Time Operating Systems 3 cr  
 ECE 340: Microcontrollers\* 3 cr  
 ECE 443: Distributed Process and Control Networks 3 cr  
 ECE 444/544 Supervisory Control and Critical Infrastructure Systems 3 cr  
 ECE 477 Digital Process Control 3 cr  
 ECE 470 Control Systems 3 cr  
 INDT 333 Industrial Electronics and Control Systems\* 3 cr  
 ME 481: Control Systems 3 cr  
 TM 514 Nuclear Safety 3 cr

#### Electives Group 3 (3 cr):

CS 438/538: Network Security 3 cr  
 CS 439/539: Applied Security Concepts 3 cr  
 CS 447/547: Computer and Network Forensics 3 cr

Note: courses marked (\*) may or may not count towards a graduate credit, depending on the degree being sought.

Courses to total 15 credits

**TO: University Curriculum Committee, Faculty Senate, General Faculty**

**FROM: University Committee for General Education**

**RE: Regulation J-3**

**EFFECTIVE: Summer 2017**

**DATE: March 24, 2016**

**J-3. General Education Curriculum and Learning Outcomes.** First-year students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise.

The faculty of the University of Idaho has adopted the following university-wide learning outcomes, which broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide a basis for ongoing assessment to continuously improve teaching and learning.

1. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
4. Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.
5. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

A student working toward a baccalaureate degree must complete the necessary course work in the six categories described below (J-3-a through J-3-f). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-

d, J-3-e, J-3-f categories, students must complete a total of 18 credits. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

*Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 109, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.*

**J-3-a. Communication (5-7 cr).** The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category. **Public Speaking.** Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

**Written English.** Students who receive a passing grade in any of the six English classes included in the general education are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.
2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.
3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)

Engl 207 Persuasive Writing (3 cr)

Engl 208 Personal and Exploratory Writing (3 cr)

Engl 313 Business Writing (3 cr)

Engl 316 Environmental Writing (3 cr)

Engl 317 Technical Writing (3 cr)

Phil 102 Reason and Rhetoric (2 cr)

**J-3-b. Natural and Applied Science (8 cr, from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab).** The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, Biol 102L Biology and Society and Lab(4 cr)\*

Biol 114 Organisms & Environments (4 cr)

Biol 115 Cells and the Evolution of Life (4 cr)

Biol 154 and MMBB 155/Biol 155

Introductory Microbiology and Lab (4 cr)\*

Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)\*

Chem 101 Introduction to Chemistry I (4 cr)

Chem 111 Principles of Chemistry I (4 cr)

Chem 112 Principles of Chemistry II (5 cr)

CORS 205-297 Integrated Science (3 cr)

EnvS 101 Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)\*

Geog 100, Geog 100L Physical Geography and Lab (4 cr)\*

Geol 101, Geol 101L Physical Geology and Lab (4 cr)\*

Geol 102, Geol 102L Historical Geology (4 cr)\*

Phys 100, Phys 100L Fundamentals of Physics and Lab(4 cr)\*

Phys 103, Phys 104 General Astronomy and Lab (4 cr)\*

Phys 111, Phys 111L General Physics I and Lab (4 cr)\*

Phys 112, Phys 112L General Physics II and Lab (4 cr)\*

Phys 211, Phys 211L Engineering Physics I and Lab (4 cr)\*

Phys 212, Phys 212L Engineering Physics II and Lab (4 cr)\*

Soil 205, Soil 206 The Soil Ecosystem and Lab (4 cr)\*

*\*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.*

**J-3-c. Mathematics, Statistics, or Computer Science (3 cr).** These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 112 Computational Thinking and Problem Solving (3 cr)

Math 123 Mathematics Applied to the Modern World (3 cr)

Math 130 Finite Mathematics (3 cr)

Math 137 Algebra with Applications (3 cr)

Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)

Math 160 Survey of Calculus (4 cr)

Math 170 Analytic Geometry and Calculus I (4 cr)

Math 175 Analytic Geometry and Calculus II (4 cr)

Math 275 Analytic Geometry and Calculus III (3 cr)

Stat 150 Introduction to Statistics (3 cr)

Stat 251 Statistical Methods (3 cr)

**J-3-d. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines).** The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

**Approved Humanities Courses:**

AmSt 301 Studies in American Culture (3 cr) D  
 Arch 151 Introduction to the Built Environment (3 cr)  
 Art 100 World Art and Culture (3 cr) I  
 Art 205 Visual Culture (3 cr)  
 Art 213 History and Theory of Modern Design I (3 cr) I  
 Art 302 Modern Art and Theory (3 cr) I  
 Art 382 History of Photography (3 cr) I  
 Art 407 New Media (3 cr)  
 Dan 100 Dance in Society (3 cr)  
 Engl 175 Introduction to Literary Genres (3 cr)  
 Engl 221 History of World Cinema I (3 cr) I  
 Engl 222 History of World Cinema II (3 cr) I  
 Engl 257 Literature of Western Civilization (3 cr)  
 Engl 258 Literature of Western Civilization (3 cr)  
 Engl 322 Environmental Literature and Culture (3 cr)  
 Engl 341 Survey of British Literature (3 cr)  
 Engl 342 Survey of British Literature (3 cr)  
 Engl 343 Survey of American Literature (3 cr)  
 Engl 344 Survey of American Literature (3 cr)  
 Engl 345 Shakespeare (3 cr)  
 Engl 375 or RelS 375 The Bible as Literature (3 cr)  
 FLEN 210 Introduction to Classical Mythology (3 cr)  
 FLEN 313 Modern French Literature in Translation (3 cr) I  
 FLEN 324 German Literature in Translation (3 cr) I  
 FLEN 331 Japanese Anime (3 cr) I  
 FLEN 391 or LAS 391 Hispanic Film (3 cr) I  
 FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr) I  
 Hist 270 Introduction to Greek and Roman Civilization (3 cr)  
 Hist 340 Modern India, 1757-1947 (3 cr)  
 Hist 350 European Cultural History, 1600-1800 (3 cr)  
 Hist 357 Women in Pre-Modern European History (3 cr)  
 Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I  
 Hist 378 History of Science I: Antiquity to 1700 (3 cr)  
 Hist 379 History of Science II: 1700-Present (3 cr)  
 Hist 414 History and Film (3 cr)  
 Hist 442 or RelS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)  
 Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)  
 Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)  
 Hist 447 or RelS 447 The Renaissance (3 cr)  
 Hist 448 or RelS 448 The Reformation (3 cr)  
 Hist 485 Chinese Social and Cultural History (3

cr)  
 IS 370 African Community, Culture, and Music (1-3 cr) I  
 MusH 101 Survey of Music (3 cr)  
 MusH 111 Introduction to Music Literature (3 cr)  
 MusH 201 History of Rock and Roll (3 cr)  
 Phil 103 Ethics (3 cr)  
 Phil 200 Philosophy of Alcohol (3 cr)  
 Phil 201 Critical Thinking (3 cr)  
 Phil 208 Business Ethics (3 cr)  
 Phil 240 Belief and Reality (3 cr)  
 Phil 351 Philosophy of Science (3 cr)  
 Phil 361 Professional Ethics (3 cr)  
 The 101 Introduction to the Theatre (3 cr)  
 The 468 Theatre History I (3 cr) I  
 The 469 Theatre History II (3 cr) I  
 WmSt 201 Introduction to Women's Studies (3 cr) D

**Approved Social Science Courses:**

Anth 100 Introduction to Anthropology (3 cr)  
 Anth 220 Peoples of the World (3 cr) I  
 Anth 261 Language and Culture (3 cr) I  
 Anth 329 North American Indians (3 cr) D  
 Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D  
 Anth 462 or LAS 462 Human Issues in International Development (3 cr) I  
 Comm 233 Interpersonal Communication (3 cr)  
 Comm 335 Intercultural Communication (3 cr) I  
 Comm 410 Conflict Management (3 cr)  
 CSS 235 or For 235 Society and Natural Resources (3 cr)  
 Econ 201 Principles of Macroeconomics (3 cr)  
 Econ 202 Principles of Microeconomics (3 cr)  
 Econ 272 Foundations of Economic Analysis (4 cr)  
 EDCI 301 Learning, Development, and Assessment (3 cr)  
 FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)  
 FLEN 307 The European Union (3 cr) I  
 FLEN 308 European Immigration and Integration (3 cr) I  
 Geog 165 Human Geography (3 cr) I  
 Geog 200 World Regional Geography (3 cr) I  
 Geog 365 Political Geography (3 cr) I  
 Hist 101 History of Civilization (3 cr) I  
 Hist 102 History of Civilization (3 cr) I  
 Hist 111 Introduction to U.S. History (3 cr) D  
 Hist 112 Introduction to U.S. History (3 cr) D  
 Hist 180 Introduction to East Asian History (3 cr)  
 Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)  
 Hist 328 History of the American West (3 cr)  
 Hist 329 Idaho and the Pacific Northwest (3 cr)  
 Hist 331 The Age of African Empires (3 cr)  
 Hist 380 Disease and Culture: History of Western Medicine (3 cr)  
 Hist 382 History of Biology: Conflicts and Controversies (3 cr)  
 Hist 388 History of Mathematics (3 cr)  
 Hist 411 Colonial North America (3 cr)  
 Hist 412 Revolutionary North America and Early National Period (3 cr)  
 Hist 415 Expanding America (3 cr)  
 Hist 416 Rise of Modern America (3 cr)  
 Hist 417 America in Crisis (3 cr)  
 Hist 418 Contemporary America (3 cr)  
 Hist 419 Topics in the American West (3 cr)

Hist 420 History of Women in American Society (3 cr)  
 Hist 424 American Environmental History (3 cr)  
 Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)  
 Hist 430 U.S. Diplomatic History (3 cr)  
 Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)  
 Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)  
 Hist 439 or LAS 439 Modern Latin America (3 cr)  
 Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)  
 Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)  
 Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)  
 Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)  
 Hist 455 Modern Europe (3 cr)  
 Hist 456 Anti-Semitism and the Holocaust (3 cr)  
 Hist 457 History of the Middle East (3 cr)  
 Hist 458 Military History (3 cr)  
 Hist 460 Conspiracies and Secret Societies in History (3 cr)  
 Hist 466 Eastern Europe Since 1774 (3 cr)  
 Hist 467 Russia to 1894 (3 cr)  
 Hist 468 Russia and Soviet Union Since 1894 (3 cr)  
 Hist 481 America's Wars in Asia (3 cr)  
 Hist 482 Japan, 1600 to Present (3 cr)  
 Hist 484 Modern China, 1840s to Present (3 cr)  
 IS 325 The Contemporary Muslim World (3 cr)  
 I  
 IS 326 Africa Today (3 cr) I  
 IS 350 Sport and International Affairs (3 cr) I  
 PolS 101 Introduction to Political Science and American Government (3 cr) D  
 NRS 125 Introduction to Conservation and Natural Resources (3 cr)  
 PolS 205 Introduction to Comparative Politics (3 cr) I  
 PolS 237 International Politics (3 cr) I  
 PolS 275 American State and Local Government (3 cr)  
 PolS 331 American Political Parties and Elections (3 cr)  
 PolS 332 American Congress (3 cr)  
 PolS 333 American Political Culture (3 cr) D  
 PolS 338 American Foreign Policy (3 cr) I  
 PolS 360 Law and Society (3 cr) D  
 PolS 381 Western European Politics (3 cr) I  
 Psyc 101 Introduction to Psychology (3 cr)  
 Soc 101 Introduction to Sociology (3 cr) D  
 SOC 130 Introduction to Criminology (3 cr)  
 Soc 230 Social Problems (3 cr) D  
 Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D  
 Soc 336 Comparative Criminal Justice Systems (3 cr) I  
 Soc 340 Social Change & Globalization (3 cr) I  
 Soc 343 Power, Politics, and Society (3 cr) I  
 Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr) D  
 Soc 424 Sociology of Gender (3 cr) D  
 Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D  
 Soc 431 Personal and Social Issues in Aging (3 cr) D  
 Soc 439 Inequalities in the Justice System (3 cr) D

Soc 450 Dynamics of Social Protest (3 cr) D  
**J-3-e. American Diversity (One course) and International (One course or an approved study abroad experience).** As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.  
 The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status  
 \*One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.  
 The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.  
 \*One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.  
**Approved American Diversity Courses:**  
 AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)  
 AIST 401 Contemporary American Indian Issues (3 cr)  
 AIST 420 Native American Law (3 cr)  
 AIST 422, Anth 422, or RelS 422 Plateau Indians (3 cr)  
 AIST 478 Tribal Nation Economics and Law (3 cr)  
 AIST 484 or Engl 484 American Indian Literature (3 cr)  
 AmSt 301 Studies in American Culture (3 cr)  
 Anth 329 North American Indians (3 cr)  
 Anth 350 or Soc 350 Food, Culture, and Society (3 cr)  
 Arch 411 or AIST 411 Native American Architecture (3 cr)  
 Comm 432 Gender and Communication (3 cr)  
 Comm 491 Communication and Aging (3 cr)  
 CORS 232 Science on Your Plate: Food Safety, Risks and Technology (3 cr)  
 EDCI 302 Teaching Culturally Diverse Learners (4 cr)

Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)  
 Hist 111 Introduction to U.S. History (3 cr)  
 Hist 112 Introduction to U.S. History (3 cr)  
 Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)  
 Hist 328 History of the American West (3 cr)  
 Hist 329 Idaho and the Pacific Northwest (3 cr)  
 Hist 411 Colonial North America (3 cr)  
 Hist 412 Revolutionary North America and Early National Period (3 cr)  
 Hist 414 History and Film (3 cr)  
 Hist 415 Expanding America (3 cr)  
 Hist 416 Rise of Modern America (3 cr)  
 Hist 417 America in Crisis (3 cr)  
 Hist 418 Contemporary America (3 cr)  
 Hist 419 Topics in the American West (3 cr)  
 Hist 420 History of Women in American Society (3 cr)  
 Hist 424 American Environmental History (3 cr)  
 Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)  
 Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)  
 ID 443 Universal Design (3 cr)  
 JAMM 340 Cultural Diversity and the Media (3 cr)  
 JAMM 445 History of Mass Media (3 cr)  
 Mush 410 Studies in Jazz History (3 cr)  
 PolS 101 Introduction to Political Science and American Government (3 cr)  
 PolS 333 American Political Culture (3 cr)  
 PolS 335 American Interest Groups & Social Movements (3 cr)  
 PolS 360 Law and Society (3 cr)  
 PolS 468 Civil Liberties (3 cr)  
 Psyc 315 Psychology of Women (3 cr)  
 Psyc 419 Adult Development and Aging (3 cr)  
 Soc 101 Introduction to Sociology (3 cr)  
 Soc 230 Social Problems (3 cr)  
 Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)  
 Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr)  
 Soc 424 Sociology of Gender (3 cr)  
 Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)  
 Soc 431 Personal and Social Issues in Aging (3 cr)  
 Soc 439 Inequalities in the Justice System (3 cr)  
 Soc 450 Dynamics of Social Protest (3 cr)  
 Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)  
 Span 411 Chicano and Latino Literature (3 cr)  
 Span 413 Spanish American Short Fiction (3 cr)  
 WmSt 201 Introduction to Women's Studies (3 cr)

**Approved International Courses:**  
 AgEc 481 Agricultural Markets in a Global Economy (3 cr)  
 AgEd 406 Exploring International Agriculture (3 cr)  
 Anth 220 Peoples of the World (3 cr)  
 Anth 261 Language and Culture (3 cr)  
 Anth 462 or LAS 462 Human Issues in International Development (3 cr)  
 Arbc 101 Elementary Modern Standard Arabic I (4 cr)  
 Arbc 102 Elementary Modern Standard Arabic II (4 cr)  
 Art 100 World Art and Culture (3 cr)  
 Art 213 History and Theory of Modern Design I (3 cr)  
 Art 302 Modern Art and Theory (3 cr)  
 Art 303 Contemporary Art and Theory (3 cr)  
 Art 313 History and Theory of Modern Design II (3 cr)  
 Chin 110 Elementary Chinese I (4 cr)  
 Chin 112 Elementary Chinese II (4 cr)  
 Chin 210 Intermediate Chinese I (4 cr)  
 Chin 212 Intermediate Chinese II (4 cr)  
 Comm 335 Intercultural Communication (3 cr)  
 CSS 493 or LAS 493 International Land Preservation and Conservation Systems (3 cr)  
 Econ 446 International Economics (3 cr)  
 Econ 447, AgEc 447, or LAS 447 Economics of Developing Countries (3 cr)  
 Engl 221 History of World Cinema I (3 cr)  
 Engl 222 History of World Cinema II (3 cr)  
 EnvS 225 International Environmental Issues Seminar (3 cr)  
 FCS 411 Global Nutrition (2 cr)  
 FCS 419 Dress and Culture (3 cr)  
 FLEN 307 The European Union (3 cr)  
 FLEN 308 European Immigration and Integration (3 cr)  
 FLEN 313 French/Francophone Literature in Translation (3 cr)  
 FLEN 324 German Literature in Translation (3 cr)  
 FLEN 331 Japanese Anime (3 cr)  
 FLEN 391 or LAS 391 Hispanic Film (3 cr)  
 FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr)  
 Fren 101 Elementary French I (4 cr)  
 Fren 102 Elementary French II (4 cr)  
 Fren 201 Intermediate French I (4 cr)  
 Fren 202 Intermediate French II (4 cr)  
 Fren 301 Advanced French Grammar (3 cr)  
 Fren 302 Advanced French Writing Skills (3 cr)  
 Fren 304 Connecting French Language and Culture (3 cr)  
 Fren 307 French Phonetics (3 cr)  
 Fren 308 Advanced French Conversation (3 cr)  
 Fren 407 French & Francophone Literatures (3 cr, max 9)  
 Fren 408 French and Francophone Culture and Institutions (3 cr, max 9)  
 Fren 410 French and Francophone Arts (3 cr)  
 Geog 165 Human Geography (3 cr)  
 Geog 200 World Regional Geography (3 cr)  
 Geog 350 Geography of Development (3-4 cr)  
 Geog 360 Population Dynamics and Distribution (3-4 cr)  
 Geog 365 Political Geography (3 cr)  
 Germ 101 Elementary German I (4 cr)  
 Germ 102 Elementary German II (4 cr)  
 Germ 201 Intermediate German I (4 cr)  
 Germ 202 Intermediate German II (4 cr)  
 Germ 301 Advanced German Grammar (3 cr)  
 Germ 302 Advanced German Speaking and Writing (3 cr)  
 Germ 420 Topics in German Culture and Literature - Themes (3 cr, max 6)  
 Germ 440 German Media through the Internet (3 cr)  
 Hist 101 History of Civilization (3 cr)  
 Hist 102 History of Civilization (3 cr)  
 Hist 180 Introduction to East Asian History (3 cr)  
 Hist 270 Introduction to Greek and Roman Civilization (3 cr)  
 Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)

- Hist 321 Pirates of the Caribbean and Beyond (3 cr)  
 Hist 331 The Age of African Empires (3 cr)  
 Hist 340 Modern India, 1757-1947 (3 cr)  
 Hist 350 The Age of Enlightenment: European Culture & Ideas, 1680-1800 (3 cr)  
 Hist 357 Women in Pre-Modern European History (3 cr)  
 Hist 366 Modern European Cultural and Intellectual History, 1880-1980 (3 cr)  
 Hist 371 History of England (3 cr)  
 Hist 372 History of England (3 cr)  
 Hist 378 History of Science I: Antiquity to 1700 (3 cr)  
 Hist 379 History of Science II: 1700-Present (3 cr)  
 Hist 380 Disease and Culture:History of Western Medicine (3 cr)  
 Hist 382 History of Biology: Conflicts and Controversies (3 cr)  
 Hist 388 History of Mathematics (3 cr)  
 Hist 414 History and Film (3 cr, max 6)  
 Hist 430 U.S. Diplomatic History (3 cr)  
 Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)  
 Hist 439 or LAS 439 Modern Latin America (3 cr)  
 Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)  
 Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)  
 Hist 442 or RELS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)  
 Hist 443 or ReIS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)  
 Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)  
 Hist 447 or ReIS 447 The Renaissance (3 cr)  
 Hist 448 or ReIS 448 The Reformation (3 cr)  
 Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)  
 Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)  
 Hist 455 Modern Europe (3 cr)  
 Hist 456 Anti-Semitism and the Holocaust (3 cr)  
 Hist 457 History of the Middle East (3 cr)  
 Hist 458 Military History (3 cr)  
 Hist 460 Conspiracies and Secret Societies in History (3 cr)  
 Hist 466 Eastern Europe Since 1774 (3 cr)  
 Hist 467 Russia to 1894 (3 cr)  
 Hist 468 Russia and Soviet Union Since 1894 (3 cr)  
 Hist 481 America's Wars in Asia (3 cr)  
 Hist 482 Japan, 1600 to Present (3 cr)  
 Hist 484 Modern China, 1840s to Present (3 cr)  
 Hist 485 Chinese Social and Cultural History (3 cr)  
 ID 281 History of Interiors I (3 cr)  
 ID 282 History of Interiors II (3 cr)  
 IS 325 The Contemporary Muslim World (3 cr)  
 IS 326 Africa Today (3 cr)  
 IS 350 Sport and International Affairs (3 cr)  
 IS 370 African Community, Culture, and Music (1-3 cr)  
 JAMM 490 Global Media (3 cr)  
 Japn 101 Elementary Japanese I (4 cr)  
 Japn 102 Elementary Japanese II (4 cr)  
 Japn 201 Intermediate Japanese I (4 cr)  
 Japn 202 Intermediate Japanese II (4 cr)  
 Japn 301 Japanese Reading (3 cr)  
 Japn 303 Japanese Speaking (3 cr)  
 LArc 390 Italian Hill Towns and Urban Centers (3 cr)  
 MusH 420 Studies in World Music (3 cr)  
 Phil 367 Global Justice (3 cr, max arr)  
 PoIS 205 Introduction to Comparative Politics (3 cr)  
 PoIS 237 International Politics (3 cr)  
 PoIS 338 American Foreign Policy (3 cr)  
 PoIS 381 European Politics (3 cr)  
 PoIS 385 Political Philosophy (3 cr)  
 PoIS 420 Introduction to Asian Politics (3 cr)  
 PoIS 441 Genes and Justice (3 cr)  
 PoIS 449 World Politics and War (3 cr)  
 PoIS 480 Politics of Development (3 cr)  
 PoIS 487 Political Violence and Revolution (3 cr)  
 Soc 336 Comparative Criminal Justice Systems (3 cr)  
 Soc 340 Social Change & Globalization (3 cr)  
 Soc 343 Power, Politics, and Society (3 cr) (3 cr)  
 Span 101 Elementary Spanish I (4 cr)  
 Span 102 Elementary Spanish II (4 cr)  
 Span 104 Elementary Spanish Transition (4 cr)  
 Span 201 Intermediate Spanish I (4 cr)  
 Span 202 Intermediate Spanish II (4 cr)  
 Span 301 Advanced Grammar (3 cr)  
 Span 302 Advanced Composition (3 cr)  
 Span 303 Spanish Conversation (3 cr)  
 Span 305 Culture and Institutions of Spain (3 cr)  
 Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)  
 Span 308 Proficiency in Reading (3 cr)  
 Span 310 Spanish for Professions (3 cr)  
 Span 401 or LAS 401 Readings: Spanish Literature (3 cr)  
 Span 402 or LAS 402 Readings: Spanish American Literature (3 cr)  
 Span 411 Chicano and Latino Literature (3 cr)  
 Span 412 Spanish Short Fiction (3 cr)  
 Span 413 Spanish American Short Fiction (3 cr)  
 Span 419 Latin America Theatre Through Literature (3 cr)  
 Span 420 Modern Spanish Theatre Through Literature (3 cr)  
 The 468 Theatre History I (3 cr)  
 The 469 Theatre History II (3 cr)

**J-3-f. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience.** The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below.\*

**Approved Senior Experience Courses:**

AgEc 478 Advanced Agribusiness Management (3 cr)  
 AgEd 471 Senior Capstone in Agricultural Education (1 cr)  
 AgEd 498 Internship (1-10 cr, max 10)  
 Anth 410 Research Methods in Anthropology (3 cr)  
 Arch 453 Architectural Design V (6 cr)  
[Arch 454 Arch Design: Vertical Studio \(6 cr\)](#)  
 Art 410 Professional Practices (2 cr)  
 Art 490 BFA Art/Design Studio (6 cr, max 12)  
 Art 491 Information Design (3 cr, max 9)  
 Art 495 BFA Senior Thesis (2 cr, max 4)  
 AVS 450 Issues in Animal Agriculture (1 cr)  
 BAE 478 Engineering Design I (3 cr)  
 BAE 479 Engineering Design II (3 cr)  
 BAE 491 Senior Seminar (1 cr)  
 Biol 405 Practicum in Anatomy Laboratory Teaching (2-4 cr, Max 8)  
 Biol 407 Practicum in Biology Laboratory Teaching (2-6 cr, max 12)  
 Biol 408 Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)  
 Biol 411 Senior Capstone (2 cr)  
 Biol 495 Research in Molec/Cell/Dev Biology (cr arr)  
 Biol 496 Research in Ecology and Evolution (cr arr)  
 Biol 497 Research in Anatomy and Physiology (cr arr)  
 Bus 490 Strategic Management (3 cr)  
 CE 494 Senior Design Project (3 cr)  
 ChE 452 Environmental Management and Design (3 cr, max arr)  
 ChE 454 or MSE 454 Process Analysis and Design II (3 cr)  
 Chem 409 Proseminar (1 cr)  
 CS 481 CS Senior Capstone Design II (3 cr)  
 CSS 475 Conservation Management and Planning II (4 cr)  
 ECE 481 EE Senior Design II (3 cr)  
 ECE 483 Computer Engineering Senior Design II (3 cr)  
 Econ 490 Economic Theory and Policy (3 cr)  
 Engl 440 Client-Based Writing (3 cr)  
 Engl 490 Senior Seminar (3 cr)  
 EDCI 401 Internship Seminar (1 cr)  
 EDCI 485 Secondary Internship (15 cr)  
 Ent 438 or PISc 438 or Soil 438 Pesticides in the Environment (3 cr)  
 EnvS 497 Senior Research (3 cr)  
 FCS 401 Professional Ethics and Practice in CFCS (1 cr)  
 FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)  
 FCS 486 Nutrition in the Life Cycle (3 cr)  
 FCS 497 Internship Preschool (cr arr)  
 Fish 418 Fisheries Management (4 cr)  
[Fish 473 ECB Senior Presentation \(1 cr\)](#)  
 Fish 495 Seminar (1 cr)  
 FL 401 MLC International Experience (1 cr)  
 For 424 Forest Dynamics and Management (4 cr)  
 For 427 Prescribed Burning Lab (3 cr)  
[For 473 ECB Senior Presentation \(1 cr\)](#)  
 FS 489 Food Product Development (3 cr)  
 Geog 493 Senior Capstone in Geography (3 cr)  
 Geol 490 Field Geology II (3 cr)  
 Hist 401 Seminar (cr arr)  
 ID 452 Interior Design VI (6 cr)  
 Intr 401 Career and Leadership Development (2 cr)  
 IS 495 International Studies Senior Seminar (3 cr)  
 JAMM 448 Law of Mass Media (3 cr)  
 LArc 480 The Emerging Landscape (3 cr)  
 Math 415 Cryptography (3 cr)  
 ME 424 Mechanical Systems Design I (3 cr)  
 ME 426 Mechanical Systems Design II (3 cr)  
 MMBB 401 or Biol 401 Undergraduate Research (1-4 cr, max 8)  
 MMBB 497 or Biol 491 Practicum in Teaching (2 cr)  
 MusA 490 Half Recital (0 cr)  
 MusA 491 Recital (0 cr)  
 MusC 481 Senior Thesis in Music Theory II (1 cr)  
 MusC 490 Senior Recital (0 cr)  
 MusH 481 Senior Thesis in Music History II (1 cr)  
 MusT 432 Practicum: Music Teaching (14 cr)  
 MvSc 486 Healthy Active Lifestyle Assessment and Intervention(3 cr)  
[NRS 473 ECB Senior Presentation \(1 cr\)](#)  
 OrgS 410 Capstone Project in Organizational Sciences (1-6 cr, max 6)  
 PEP 498 Internship in Exercise Science & Health (cr arr)  
 Phil 490 Senior Seminar (3 cr)  
 Phys 407 Communicating Science (1 cr)  
[Phys 492 Senior Research \(1 cr\)](#)  
 PoIS 490 Senior Seminar (3 cr)  
 Psyc 415 History and Systems of Psychology (3 cr)  
 Rec 498 (s) Internship in Recreation, Parks, and Tourism (cr arr)  
 REM 456 Integrated Rangeland Management (3 cr)  
[REM 473 ECB Senior Presentation \(1 cr\)](#)  
[RMat 473 ECB Senior Presentation \(1 cr\)](#)  
 RMat 495 or Bus 495 Product Development and Brand Management (3 cr)  
 Soc 460 Capstone: Sociology in Action (3 cr)  
 Soc 461 Capstone: Justice Policy Issues (3 cr)  
 Soc 462 Senior Practicum (3 cr)  
 Soc 463 Criminology Abroad (3 cr)  
 The 483 Senior Capstone Project (2 cr)  
 VTD 457 Capstone Design Studio I (6 cr)  
[WLF 473 ECB Senior Presentation \(1 cr\)](#)  
 WLF 492 Wildlife Management (4 cr)

*\*Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits.*