Meeting #30

Tuesday, April 23, 2024 at 3:30-4:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes
- Minutes of the 2023-24 Faculty Senate Meeting #29 April 16, 2024 **Attach. #1**

III. Chair's Report

IV. Provost's Report

V. Committee Reports (voting)
- Proposed changes to the University Catalog (voting)
  - Admissions Standards – Steve Shook, Forest, Rangeland, and Fire Sciences **Attach. #2**
  - UCC 538 Nuclear Materials Engineering Graduate Academic Certificate – Indrajit Charit, Nuclear Engineering and Industrial Management **Attach. #3**
  - UCC 115 Department of Nursing – Jerry McMurty, Dean, College of Graduate Studies **Attach. #4**
  - UCC 117 Changes to General Education Course Lists: Regulation J-3 – Dean Panttaja, Vice Provost for Academic Initiatives **Attach. #5**

VI. Announcements and Communications
- Vandal Health Clinic – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students, Jeff Seegmiller, Director, Medical Education Program, Rayme Geidl, Associate Director, Medical Education Program
- Distinguished Scholars Program – Jerry McMurtry, Dean, College of Graduate Studies

VII. New Business

VIII. Adjournment

Attachments
- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #29 April 16, 2024
- **Attach. #2** Admissions Standards
- **Attach. #3** UCC 538
- **Attach. #4** UCC 115
- **Attach. #5** UCC 117

University *of* Idaho
Faculty Senate

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 29
Tuesday, April 16, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Shook, Thaxton, Tibbals.
Absent: Schwarzlaender (excused), Mischel

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):
The minutes of the 2023-24 Meeting #28, April 9, 2024, were approved as distributed.

Chair's Report:
- It's been a pleasure serving for the past three years on the Faculty Senate which followed three years at UCC. I think that the university has huge potential when people work together, and you, the senators, can make it happen. I think that it's important to use our voices to create a sense of positivity as opposed to fear.
- After meeting with people from Pocatello, Boise, and Sandpoint, I hope that we will continue our efforts to be a land grant university with grass root projects and a laser sharp focus on quality of education and research.

Provost's Report:
- Our Regents are on campus tomorrow and Thursday. They visit once per year, when they have their meeting on the Moscow campus.
- Lionel Hampton Jazz Festival starts Wednesday evening, and continues all day Thursday, Friday, and Saturday. There will be about 3,400 students on campus.
- The College of Science will have "Vandal Science Days," Friday, April 19 and Saturday, April 20, from 10am to 3pm in the IRIC atrium. https://www.uidaho.edu/sci/news/vandal-science-days
- Faculty Gathering: Wednesday, April 17, 4:30 to 6:30, at the WWAMI Medical Education Building. https://www.uidaho.edu/provost/faculty-gathering
- Commencement on May 11th. Please encourage your faculty to attend.
There were no questions.

A remark from the Secretary:
Addressing an issue raised by a senator last week as new business, the Secretary outlined the process for communicating presidential approval of policies approved by the faculty at UFMs. She solicited suggestions for improving the process.

- **Consent Agenda**
  - Committee Appointments for AY 2024-25 – Kristin Haltinner, Chair of the Committee on Committees, Attach. #2.
    There was an inquiry about the Promotion and Tenure committee, not on the list.

Provost Lawrence replied that appointing that committee follows a completely different process. In the Fall, the Provost works with Senate leadership in accordance with the process prescribed in FSH 3500.

- o AY 2025-26 Sabbatical Approvals – Jean-Marc Gauthier, Chair of Faculty Senate, Attach. #3.

There were no requests to take items out of the consent agenda for discussion and vote. The consent agenda stands approved by unanimous consent.

Committee Reports:
- Proposed changes to the Faculty and Staff Handbook (voting)
  - o FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances, Attach. #4.
    Department of Defense (DOD) policies require universities to have a written policy regarding malign foreign talent recruitment programs to receive DOD funding.
    Discussion:
    There were inquiries about the definition of "malign foreign talent recruitment" programs and how to recognize them. An individual may not be aware that they are engaging with one of these programs. Kay Dee replied that it is the individual's responsibility to disclose any such involvements. If they are not sure, they should reach out to the Office of Research Assurances.
    A senator suggested a website to point people in the right direction, to avoid oversights. Kay Dee noted that there is one, but feedback on how to improve it is welcome. There is also a link in VERAS. https://www.uidaho.edu/research/faculty/research-assurances/foreign-interest/faq. Compliance is not retroactive. The starting date depends on the agency. The certification is required as part of the final proposal sign-off.
    Vote: 21/22 yes; 1/22 no. Motion passes.
  - o FSH 3120 Faculty Obligations: Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #5.
    Section D-2 revised to clarify work and pay schedule for academic year appointments. Sections D-4 expanded and revised to clarify summer session obligations of faculty with academic year appointments.
    This policy was approved by the Senate at their meeting #27. In the meantime, FAC noticed a problem with the language regarding *entirely optional* summer appointments not counting toward P&T.
    Motion to amend the previously approved motion (Mittelsteadt, Rinker) as in the revision from FAC presented today.
    Vote on the motion to amend: 22/22 yes. Motion Passes.
    There was no further discussion. FSH 3120 approved as amended.
  - o FSH 1640.36 Dismissal Hearing Committee – Kristin Haltinner, Chair of Committee on Committees, Attach. #6.
    The committee members requested that the Committee on Committees add language so that people serving on the committee are aware of the potential for summer meetings. This notification is a standard practice with other committees.
    Vote: 22/22 yes. Motion passes.
  - o FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources, Attach. #7.

This policy was presented last week. Based on the Senate recommendations, it has been revised to keep those procedures in FSH. The income tax withholding and the W2 form have been removed, since those are federal requirements and not U of I policy.
No questions
Vote: 22/22 yes. Motion passes.

- o FSH 3480 Compensation for Service in Addition to Regular Duties – Brandi Terwilliger, Director of Human Resources, Attach. #8.
Minor clarification edits. Confirmed changes with Provost Office. FAC also suggested revisions (in brown text).
Vote: 22/22 yes. Motion passes.

• Proposed changes to the University Catalog (voting)
- o Admissions Requirements – Steve Shook, Forest, Rangeland and Fire Sciences
The final version of the UCC recommendation didn't arrive in time to be included in this binder. There was a brief discussion on the status and procedures.
Motion to postpone (Tibbals, Mittelstaedt).
Vote: 20/20 yes. Motion passes.

• Proposed Changes to the Administrative Procedures Manual (non-voting)
- o APM 50.16 Criminal Background Check– Brandi Terwilliger, Director of Human Resources, Attach. #9.
Slight edit to the policy for prior coverage, given we cannot access old records. Removal of the J-1 Scholars exception per IPO – they do not get a background check and should get one.
No questions.

• **Announcements and Communications**
- o VERSO Research Information Management System and Institutional Repository – Ben Hunter, Dean of Libraries.
Vandal Expertise, Research, and Scholarship Online (VERSO), preserves and provides access to the research and creative output of the university of Idaho faculty, students and staff. This serves several functions. First, research information management systems, which support transparent aggregation, curation and use of data about institutional research activities. Basically, these systems describe an institution, with its research and scholarship activities. For a decade, we have used VIVO, supported out of the Library. It's open source and free. We have a large volume of good data and some nice visualizations. However, there are shortcomings, typical for open-source software. Individual people cannot go in and modify their profiles within VIVO. It's a cumbersome process, so we're looking at replacing that. Institutional repositories are digital collections to capture the intellectual output of a single university community – a digital space with an institution's output, theses and dissertations, publications, preprints, open access deposit and more. We're repurposing digital collection software. It's free, but not ideal – doesn't allow for self-deposit. That is again a cumbersome process through the library. We're in the middle of kind of a soft rollout of VERSO right now.
The release timeline and future plans can be found in the presentation slides attached to these minutes. Visit verso.uidaho.edu.
No questions.
- o IT Committee Update – Darryl Woolley, Business and Economics, Jean-Marc Gauthier, Chair of Faculty Senate.

Talking points from a recent meeting of Darryl Woolley, Jean-Marc Gauthier and Teresa Amos.
Priorities:

- Changes in institutional perspective of technology.
- Need for a different conversation about technology – how technology serves teaching and research.
- Cadence of change and impact of AI.
- Make sure everyone is on board.
- Timely privacy issues.

Discussion:

Thanks to Teresa Amos for her patience and help throughout the semester. We are happy to have found a way forward to collaborate with OIT.

A senator had a question about staffing. Is there an update on that? Are there open positions to be filled, or do we not have any openings? Understaffing is usually the answer when it takes two to four weeks to get basic things done. Teresa replied that staffing is an on-going issue.

Faculty Secretary: Is the IT committee the best path to get problems addressed, moving forward? Darryl recommended some sort of working group looking at complaints, including a couple of faculty members who are especially involved with IT issues. A formal process to handle concerns would be helpful. Also, it would be helpful to have a faculty member participate in the decisions for exceptions to the procurement process, so that the faculty's perspective can be heard, and the faculty can be aware that their perspectives have been heard in making those decisions. There should be a formal way to handle communication between faculty and OIT comprehensively.

New Business:

- Urgent: we need the names of new senators for the 2024-25 vacant seats. Next week, Senate 2024-25 will take nominations for the 2024-25 officers.
- A senator reported a noticeable increase of extra-curricular activities among students in his college. In a class of 45 students, on any given day, three to five of them need to be excused to participate in extracurricular activities. This creates more work and rescheduling problems.

Adjournment:
The agenda being completed, the Chair adjourned the meeting at 4:44pm.

Respectfully Submitted,
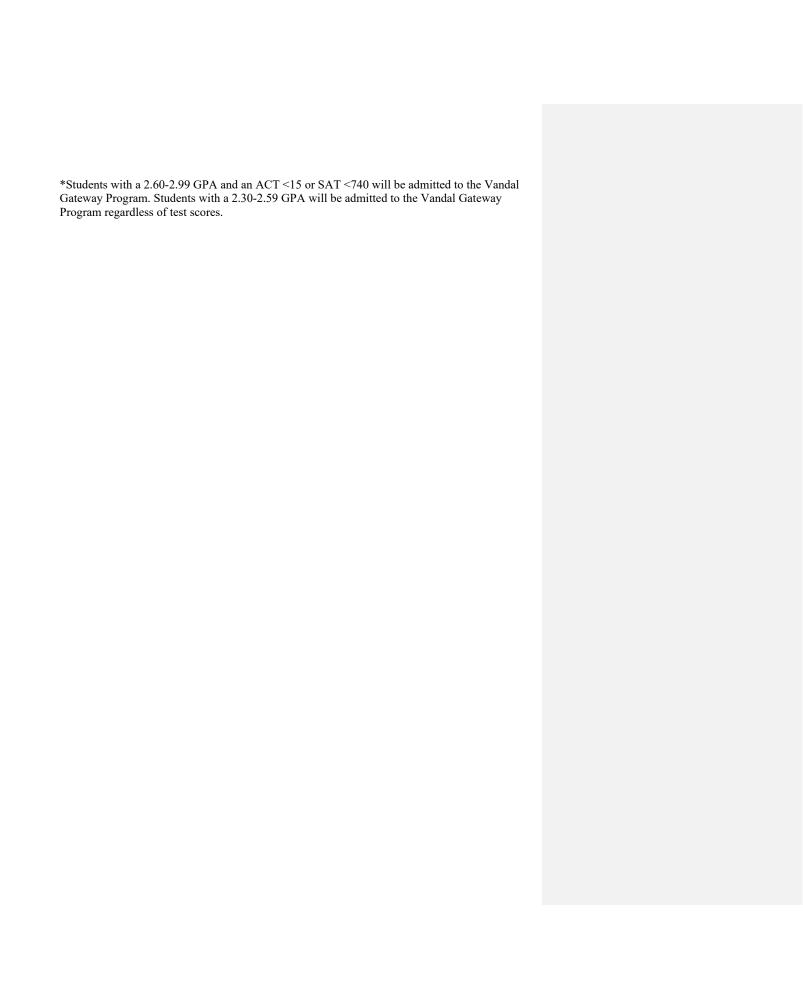
Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

First-Year Admission Requirements

First-year applicants who graduated from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must complete the following:

1) Submit high school GPA.
    a) New first-year applicants with a cumulative GPA of 3.0 or higher are automatically admitted and are not required to submit test scores.
    b) Applicants with cumulative GPAs of 2.30-2.59 will be admitted through the Vandal Gateway Program.
    c) Applicants with a GPA below 2.30 are welcome to appeal through our Admissions Committee.
2) Submit ACT, SAT, or ISAT test score.
    a) New first-year applicants that are Idaho residents achieving scores of 3 or higher on both the ISAT Math and Literacy tests are automatically admitted regardless of GPA.
    b) New first-year applicants with a cumulative GPA between 2.60-2.99 must submit an ACT or SAT test scores. Applicants not submitting an ACT or SAT test score must go through our Admissions Committee.
    c) Every applicant who has a test score (ACT, SAT, or ISAT) is encouraged to provide it for admission. Providing a test score assists in class placement and may make an applicant eligible for certain scholarship opportunities.

High School GPA	ACT Composite	SAT Verbal + Math	ISAT Math + Literacy
Any GPA	N/A	N/A	≥ Level 3 + 3
3.00-4.00	Test score not required	Test score not required	Test score not required
2.60–2.99*	15+	740+	N/A
2.30 –2.59*	Test score not required	Test score not required	N/A

*Students with a 2.60-2.99 GPA and an ACT <15 or SAT <740 will be admitted to the Vandal Gateway Program. Students with a 2.30-2.59 GPA will be admitted to the Vandal Gateway Program regardless of test scores.

First-Year Admission Requirements

First-year applicants who graduated from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must complete the following:

1) Submit high school GPA.

   a) New first-year ~~students~~ applicants with a cumulative GPA of 3.0 or higher are automatically admitted and are not required to submit test scores.

   b) Applicants with cumulative GPAs of 2.30-2.59 will be admitted through the Vandal Gateway Program.

   ~~b)~~c)   Applicants with a GPA below 2.30 are welcome to appeal through our Admissions Committee.

2) Submit ACT, ~~or~~ SAT, or ISAT test scores.

   a) New first-year applicants that are Idaho residents achieving scores of 3 or higher on both the ISAT Math and Literacy tests are automatically admitted regardless of GPA.

   ~~c)~~b)   New first-year applicants with a cumulative GPA between 2.60-2.99 must submit an ACT or SAT test scores. Applicants not submitting an ACT or SAT test score must go through our Admissions Committee.~~who do not provide test scores will automatically be considered for admission if their cumulative unweighted GPA is 2.60-4.00. Those who have cumulative~~

d)c)   GPAs of 2.30–2.59 who do not have test scores will be

e)d)   admitted through the Vandal Gateway Program. Students in

e) this GPA range are also welcome to appeal through our Admissions Committee.

2)f)   Every applicantstudent who has a test score (ACT, SAT, or ISAT) is encouraged to provide it for admission as well as class placement.. Providing a test score assists in class placement and may make an applicant eligible for certain scholarship opportunities.

3) Graduate from a regionally accredited high school with a combination of cumulative GPA[1] and test scores[2] as defined in the following table:

High School GPA	ACT Composite	SAT Evidence-Based Reading & Writing + MathVerbal + Math	SAT Critical Reading + MathISAT Math + Literacy
Any GPA	N/AAny test score	N/A	≥ Level 3 + 3
3.00 – 4.00	Test score not required	Test score not requiredAny test score	Test score not requiredAny test score
2.60 - 2.99*	Any test score15+	Any test score740+	Any test scoreN/A
2.50 - 2.59	17 - 36	910-1600	830-1600
2.40 - 2.49	19 - 36	990-1600	910-1600
2.30 - 2.539*	Test score not required21 - 36	Test score not required1070-1600	N/A990-1600
2.20 - 2.29	23 - 36	1140-1600	1070-1600

*Students with a 2.60-2.99 GPA and ACT <15 or SAT <740 will be admitted to the Vandal Gateway Program. Students with a 2.30-2.59 GPA will be admitted to the Vandal Gateway Program regardless of test scores.

538: NUCLEAR MATERIALS ENGINEERING GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 468 Chair (icharit@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 26 Sep 2023 22:25:47 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
2. Fri, 06 Oct 2023 22:00:21 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Fri, 06 Oct 2023 22:01:32 GMT
   Suzanna Long (long): Approved for 08 Dean
4. Wed, 11 Oct 2023 23:37:20 GMT
   Linda Lundgren (lindalundgren): Rollback to Initiator
5. Thu, 12 Oct 2023 17:12:54 GMT
   Theodore Unzicker (tunzicker): Approved for 468 Chair
6. Thu, 12 Oct 2023 17:20:00 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Thu, 12 Oct 2023 17:27:32 GMT
   Suzanna Long (long): Approved for 08 Dean
8. Wed, 01 Nov 2023 01:29:47 GMT
   Gwen Gorzelsky (gwen): Rollback to Initiator
9. Wed, 01 Nov 2023 15:59:42 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
10. Thu, 02 Nov 2023 02:25:30 GMT
    Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
11. Thu, 02 Nov 2023 15:59:30 GMT
    Suzanna Long (long): Approved for 08 Dean
12. Sat, 04 Nov 2023 23:47:49 GMT
    Gwen Gorzelsky (gwen): Approved for Provost's Office
13. Thu, 21 Dec 2023 20:28:59 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Fri, 19 Jan 2024 23:27:34 GMT
    Stephanie Thomas (slthomas): Approved for Graduate Council Chair
15. Tue, 23 Jan 2024 21:29:43 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
16. Wed, 24 Jan 2024 16:43:07 GMT
    Sydney Beal (sbeal): Approved for Ready for UCC
17. Tue, 30 Jan 2024 23:04:03 GMT

Sydney Beal (sbeal): Rollback to Initiator
18. Sat, 03 Feb 2024 00:01:43 GMT
Indrajit Charit (icharit): Approved for 468 Chair
19. Sat, 03 Feb 2024 17:43:54 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
20. Sat, 03 Feb 2024 17:45:51 GMT
Suzanna Long (long): Approved for 08 Dean
21. Wed, 14 Feb 2024 01:26:32 GMT
Brenda Helbling (brendah): Approved for Provost's Office
22. Tue, 27 Feb 2024 18:08:29 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
23. Fri, 29 Mar 2024 02:19:04 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
24. Tue, 02 Apr 2024 17:39:28 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
25. Tue, 02 Apr 2024 22:17:11 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
26. Tue, 16 Apr 2024 16:46:17 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sat, 03 Feb 2024 00:00:50 GMT

Viewing: 538 : Nuclear Materials Engineering Graduate Academic Certificate
Last edit: Sat, 03 Feb 2024 00:00:48 GMT

Faculty Contact

Faculty Name	Faculty Email
Indrajit Charit	icharit@uidaho.edu

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

Academic Level
Graduate

College
Engineering

Department/Unit:
Nuclear Engineering and Industrial Mgmt

Effective Catalog Year
2024-2025

Program Title
Nuclear Materials Engineering Graduate Academic Certificate

Degree Type
Certificate

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

Program Credits
15

CIP Code
14.2301 - Nuclear Engineering.

Will the program be Self-Support?

No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

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

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

Discribe the financial impact
None. Classes are already in the Nuclear Engineering curriculum and are periodically taught by the department faculty.

Curriculum:

A graduate certificate in nuclear materials aims to provide students with a foundational understanding of the principles and practices of materials engineering in nuclear context. These course offerings will address the following key components:

- Fundamental nuclear science and engineering,
- Fundamentals of materials engineering,
- Materials degradation and safety in reactor environments, and
- Waste management

To obtain the certificate, students must complete 15 credits from the following courses, nine of which must be at the graduate level.

All required coursework must be completed with a grade of B or better (O-10-b (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/)).

Program Requirements: The graduate certificate program is designed for part-time study.

Required Coursework:

Code	Title	Hours
Core Courses		
NE 450	Principles of Nuclear Engineering	3
NE 438	Fundamentals of Nuclear Materials	3
or NE 538	Fundamentals of Nuclear Materials	
NE 537	Radiation Effects on Materials	3
Select two from the following:		6
NE 504	Special Topics	
NE 512	Nuclear Components Inspection	
NE 527	Nuclear Material Storage, Transportation, and Disposal	
NE 551	Nuclear Reactor Fuels	
NE 554	Radiation Detection and Shielding	
NE 582	Spent Nuclear Fuel Management and Disposition	
NE 585	Nuclear Fuel Cycles	
NE 536	Electrochemical Engineering	
Total Hours		**15**

Courses to total 15 credits for this certificate
Students should consult with their academic advisor regarding this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and

Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

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

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

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

Geographical Area Availability

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

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.
LO#1: Gain knowledge and skills in a wide range of nuclear materials engineering, from nuclear power generation and nuclear materials storage to medical isotope production.
LO#2 - An ability to select, design, and develop materials systems or components for different nuclear engineering applications such as current and advanced nuclear reactors, used fuel storage canisters, and radiation shielding systems using basic materials and nuclear engineering principles while following real-world constraints.
LO#3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in nuclear engineering, technologies, and/or related fields.

Overall, these learning outcomes demonstrate that students who have completed a certificate in nuclear materials engineering have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the nuclear industry. The students are well-prepared to pursue further education or employment in the nuclear field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
The assessment process for the certificate in nuclear materials engineering will involve regular evaluations of the learning outcomes. This assessment process will include reporting on student homework assignments, term papers, quizzes, group projects, presentations, and exams. The summary of the evaluations will be submitted as part of the institutional assessment and accreditation process.

How will you ensure that the assessment findings will be used to improve the program?
Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The department will review the annual assessment feedback from the industry partner and department advisory boards, and exit surveys of the students. Corrective actions will be undertaken whenever students do not meet the expected criteria for learning outcomes, including emphasizing specific content and adding learning activities and resources as needed.

What direct and indirect measures will be used to assess student learning?
Direct measures will include exams, assignments, and class projects, which will be required for all the relevant classes. These tasks will be graded on a regular basis. Indirect measures will include self-assessment by students of achievement levels for each learning outcome. An exit survey will also be used as an indirect measure to assess student learning.

When will assessment activities occur and at what frequency?
Assessments of at least one learning outcome will be performed each year as part of the regular course activities. The department will evaluate the students' assessment, industry partners, and advisory boards' feedback and take corrective actions as necessary.

Student Learning Outcomes

Learning Objectives
LO#1: Gain knowledge and skills in a wide range of nuclear materials engineering, from nuclear power generation and nuclear materials storage to medical isotope production.
LO#2 - An ability to select, design, and develop materials systems or components for different nuclear engineering applications such as current and advanced nuclear reactors, used fuel storage canisters, and radiation shielding systems using basic materials and nuclear engineering principles while following real-world constraints.

LO#3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in nuclear engineering, technologies, and/or related fields.

Overall, these learning outcomes demonstrate that students who have completed a certificate in nuclear materials engineering have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the nuclear industry. The students are well-prepared to pursue further education or employment in the nuclear field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The nuclear industry is reviving and going through a renaissance. Nuclear energy is environmentally sustainable and is essential in the form of modular reactors and micro-reactors to charge the electric vehicles that will dominate the roads. The proliferation of nuclear energy and the safe operation of nuclear reactors depend highly on how we address the issues related to materials and their degradation. This certificate program will prepare the students to address the materials-related issues of nuclear engineering. This certificate will attract students from various disciplines. There are only two other universities (WSU-Tricities, and UWisconsin) that offer certificate programs in nuclear materials.

Furthermore, the certificate will help meet the employment needs of our industry partners. This certificate program is intended to prepare students for careers in the nuclear industry or nuclear medicine fields and future graduate studies in nuclear engineering. The department currently already offers the courses required for the certificate. All courses include nuclear-specific content.

Supporting Documents

538 Program Description for Nuclear Materials Engineering Certificate.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 11 Oct 2023 22:54:08 GMT): Attached Program Description for #538

Linda Lundgren (lindalundgren) (Wed, 11 Oct 2023 23:37:20 GMT): Rollback: Rolling back to department. The two boxes of student learning outcomes must match. Please email Linda Lundgren at lindalundgren@uidaho.edu when SLO are corrected.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 16:03:10 GMT): Added Boise and Coeur d'Alene as a delivery location in CIM. Offered in Idaho Falls F2F; Moscow, Boise and CDA 100% distance either videoconference OR virtual Zoom OR Engineering Outreach.

Gwen Gorzelsky (gwen) (Wed, 01 Nov 2023 01:29:47 GMT): Rollback: Rolling back so Indy can revise to online delivery only, per 10.31.23 email exchange re: concerns about moving forward a proposal that aligns with SBOE Policy III.Z

Sydney Beal (sbeal) (Tue, 30 Jan 2024 23:04:03 GMT): Rollback: Rolled back for language revisions

Key: 538

538 Program Description for Nuclear Materials Engineering Certificate:

The Nuclear Materials Engineering certificate graduate program requires 15-credit coursework. The program is tailored toward providing students with the knowledge of fundamentals of nuclear science and engineering, materials engineering fundamentals, materials degradation and safety in reactor environments, and waste management.

115: DEPARTMENT OF NURSING

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
8. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
9. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
10. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 27 Mar 2024 20:45:12 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Mon, 01 Apr 2024 21:36:59 GMT
   Brenda Helbling (brendah): Approved for Provost's Office
3. Tue, 02 Apr 2024 22:14:19 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
4. Tue, 16 Apr 2024 16:46:14 GMT
   Sydney Beal (sbeal): Approved for UCC
5. Thu, 18 Apr 2024 19:57:00 GMT
   Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 26 Mar 2024 18:45:46 GMT

Viewing: Department of Nursing

Last edit: Tue, 26 Mar 2024 18:45:45 GMT

Changes proposed by: Stephanie Thomas

Faculty Contact

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2025-2026

Title

Department of Nursing

Request Details

The new School of Health and Medical Professions located within the College of Graduate Studies will be supported by the many excellent administrative and academic units at the University of Idaho main campus (Financial Services, Human Resources, Risk Management, Facilities Management, and Business & Administrative services). We are currently proposing the new school and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and the Department of Nursing). The Department of Medicine and the Department of Clinical Medicine are already formed. Our Idaho WWAMI Medical Education program is also included in this organizational structure and is housed in the Department of Medicine.

Attach State Form

UI_School_Health_Medical Unit Proposal_rev3-21.pdf

Key: 115

Idaho State Board of Education

PROPOSAL FORM
Instructional and Administrative Units

Date of Proposal Submission:	09/26/2023, Revised 3/19/2024 per OSBE Request
Institution Submitting Proposal:	University of Idaho
Name of School, School, or Division:	The School of Health and Medical Professions
Name of Department(s) or Area(s):	Department of Medicine, Department of Clinical Medicine, Department of Nursing
Title of Proposed Unit	School of Health and Medical Professions
Proposed Implementation Date:	FY25 (Fall of 2024)

Indicate whether this request is either of the following:

[X] New Administrative Unit

[ ] New Instructional Unit

_____ 3/20/24
Dean   Date

_____ 3/28/24
Graduate Dean **(as applicable)**   Date

_____ 3/20/24
FVP/Chief Fiscal Officer   Date

_____
Provost/VP for Instruction   Date

_____
President   Date

_____
Vice President for Research **(as applicable)**   Date

_____
OSBE Program Manager/IDCTE Director, Program Services   Date

_____
State Administrator, IDCTE   Date

_____
Chief Financial Officer, OSBE   Date

_____
Chief Academic Officer, OSBE   Date

_____
SBOE/Executive Director or Designee Approval   Date

What are the goals and objectives for the new unit?

As a unit of the University of Idaho, we intend to establish the School of Health and Medical Professions (SHAMP) which will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. The mission of SHAMP is to improve the health of the people of Idaho by developing a robust academic health care delivery system that will educate and set forth a skilled workforce of healthcare professionals to attack this critical healthcare shortage.

To fulfill our mission, the following goals and objectives are set forth:

- To create educational opportunities to train the citizens of the State of Idaho in healthcare professions which will in turn expand and strengthen the healthcare services in Idaho.
- Expand health care academic programs to address the critical workforce shortage.
- Addressing Idaho's rural health care needs which often face the brunt of workforce shortages.
- Developing academic programs to help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Meeting the needs of the future which shows a continual population growth both in Idaho and nationally. This underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.
- To build the school upon the highest quality, basic, applied, and clinical research available at the University of Idaho.

1. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

The mission of the University of Idaho is to shape the future through innovative thinking, community engagement and transformative education. The School of Health and Medical Professions stands firm in this mission by providing educational offerings that will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff. The programs listed below have been identified as areas of workforce development to help meet the needs of the healthcare shortage.

The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be located within the College of Graduate Studies.   Please note that the bulk of these specific programs are currently not being offered in our state institutions, except for the Physician's Assistant Program.

Doctorate Psychology (PsyD) program*
The entire state of Idaho is a mental health shortage area and Idaho has the lowest number of psychiatrists per capita. Considering overall mental health care, Mental Health America ranks Idaho 49th out of 51 (including D.C.) in adult care, 45th in youth care, while ranking 50th (second highest) in the prevalence of mental illness (19% average). The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a doctorate in this clinical psychology program that will address deficiencies in mental health care. Once implemented,

graduates will be able to focus on mental health needs related to early childhood development, adolescent, and young adult care needs, such as suicide prevention, substance use disorder and mental health counseling, and geriatric care.

Direct-Entry Master of Science in Nursing (MSN)
The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a Master of Science in Nursing (MSN). The MSN prepares the graduate for a position as a Registered Nurse, as well as a leadership role in varied settings such as hospitals, health department, clinics, among other practice areas.

Doctorate – Anatomical Science Education (DAS)*
Expert knowledge of the anatomical sciences is central to diagnosis and treatment of disease and as such in-depth coursework in this area has long been the foundation of health sciences curricula. Despite this, health sciences programs nationwide are facing an increasing shortage of highly trained anatomy educators. The Doctoral of Anatomical Sciences program is designed to train individuals to become fully qualified educators in all of the anatomical disciplines and conduct educational scholarly research for promotion and tenure.

Master of Science, Gerontology
The Master of Science in Gerontology prepares graduates to assume major leadership roles in the field of aging, primarily in the planning, administration, and evaluation of programs in the private and public sectors, as well as executive positions in the delivery of direct services to older people and their families and in the instruction of older adults and service providers.

Certified Registered Nurse Anesthetist (CRNA) Doctorate*
The practice of anesthesia is a recognized specialty in nursing. Considered an essential role to the health care workforce, nurse anesthetists provide anesthesia and related care before and after surgical, therapeutic, diagnostic, and obstetrical procedures. They also provide pain management and emergency services such as airway management.

Physician Assistant (PA) - Masters
Working interdependently with physicians, PAs (Physician Assistant) provide diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, prescribe medications, and develop patient treatment plans. Their job descriptions are as diverse as those of their supervising physicians, and include clinical practice, patient education, team leadership, medical education, health administration, and research.

*Program proposals are in process for each of these academic programs and will be submitted separately to SBOE for review and approval.

2. What is the demand for the unit's services? What population will the unit serve?

   Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin.

   This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. For example, Idaho ranks at the bottom among all

states in terms of practicing physicians per capita. Moreover, a significant percentage of the state's physicians are approaching retirement age, further exacerbating the shortage.

Furthermore, it is quite evident that we simply do not have enough health care workers to take care of us and the situation could get worse if we do not act. The Idaho Business for Education sponsored a Health Care Summit in June of 2022 to address the workers' healthcare crisis. In the report, they explored why we have a crisis, how it affects our health care professionals and their patients, and it recommends specific ways our leaders can help solve it. One of the chief ways to solve this crisis is ramping up educational opportunities for the citizens in the State of Idaho. Please see following white paper from the Idaho Business for Education: http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the new School will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the School of Health and Medical Professions at the University of Idaho which will provide the citizens of the State of Idaho an opportunity to fill this critical workforce shortage. The school will include three new departments and six new programs, along with existing programs such as the WWAMI Medical Education program and the Athletic Training program. The areas of justification include the following:

- Critical Workforce Shortage: Idaho's healthcare workforce shortage poses a significant threat to public health and access to quality care. Expanding healthcare academic programs is essential to address this urgent need.
- Enhancing Access to Care: Building on the success of the WWAMI medical program and partnerships, this budget request will allow the University of Idaho to initiate new healthcare programs within the School of Health and Medical Professions.
- Addressing Rural Healthcare Needs: Rural communities often face the brunt of workforce shortages. Developing academic programs will help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Future Demand: Projected growth in demand for healthcare professionals, both in Idaho and nationally, underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.

3. Describe the proposed unit's organizational structure.

The new School of Health and Medical Professions located within the College of Graduate Studies will be supported by the many excellent administrative and academic units at the University of Idaho main campus (Financial Services, Human Resources, Risk Management, Facilities Management, and Business & Administrative services). The Dean for the School of Health and Medical Professions provides leadership to the Administration and Business Affairs division, which includes an executive assistant, support staff in finance, marketing and strategic initiatives, and laboratory management. The dean will oversee five academic and

business divisions.   We are currently proposing the new school and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and the Department of Nursing). The Department of Medicine and the Department of Clinical Medicine are already formed. Our Idaho WWAMI Medical Education program is also included in this organizational structure and is housed in the Department of Medicine.

1) Department of Medicine
   a) WWAMI Medical Education Program
   b) Doctorate of Anatomical Sciences
   c) Masters of Science – Gerontology

2) Department of Clinical Medicine
   a) Doctorate of Psychology
   b) Physician Assistant
   c) Athletic Training

3) Department of Nursing*
   a) Masters of Science – Nursing
   b) Doctorate, Certified Registered Nurse Anesthetist

*To better align the proposed nursing programs with the University of Idaho policy, we propose to establish a Department of Nursing to be housed in the School of Health and Medical Professions. This will help to streamline and clarify our administrative tasks. We do not anticipate any additional cost. As instructed by board staff, this serves as our letter of notification process.

We are working closely with the College of Education, Health and Human Sciences to transition their Athletic Training Programs into the new School as shown on the attached organizational chart. In addition, our future strategic plan is to improve healthcare for all on-campus students and create "Vandal Health" which will provide hands-on experience and training for our students in these healthcare programs.   Note: Please see the attached organizational chart.

4. What targets have been set to assess the proposed unit's success in achieving objectives?

   GOAL 1: A WELL, EDUCATED CITIZENRY – Continuously improve access to health and medical education for individuals of all backgrounds, ages, abilities, and economic means.

   GOAL 2: CRITICAL THINKING AND INNOVATION - SHAMP will provide an environment for the development of innovative ideas, and practical and theoretical knowledge to foster the development of healthcare workers (psychologists, gerontologists, physician assistants, nurses, anatomists, and future physicians) who contribute to the health and wellbeing of Idaho's people and communities.

   GOAL 3: Effective and Efficient Delivery Systems – Deliver health and medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our health and medical education program goals for Idaho.

5. Briefly describe the processes that will demonstrate the quality of the unit.

1. Set School and program performance measures as a series of goals to meet over time.
2. Define goals and objectives of the school and its programs and evaluate.
3. Report and use the evaluation findings to improve the school, programs, and its courses.
4. Each program will have an assessment process to be used for continuous program improvement through the following mechanisms:

- To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:
- Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
- Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
- Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
- Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
- Peer and Self-Assessment: Peer evaluations and self-assessments will be incorporated for group projects and personal reflection on skills development.

Assessment findings will be used for continuous program improvement through the following mechanisms:
- Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
- Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
- Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
- Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing - Assessment activities will occur throughout the program at various frequencies:
- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

6. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

Entering Enrollment	Program/Degree Title
15	Direct Entry - Masters Degree, Nursing (MSN)
20	Doctorate – Anatomical Science Education (DAS) - Self Support
20	Masters of Science – Gerontology – Self Support
10	Certified Registered Nurse Anesthetist (CRNA) - Self Support
20	Physician Assistant
15	Doctorate of Psychology (PsyD)

Academic Personnel	Description
11	Fulltime Faculty
4.5	Parttime Faculty
7	Administration and Staff

Hospital/Clinic Training Sites	Location
Gritman Medical Center and Medical Clinics	Moscow, Idaho
St. Joseph Regional Medical Center	Lewiston, Idaho
Tri State Hospital and Medical Clinics	Clarkston, Washington
Whitman Hospital and Medical Clinics	Colfax, Washington
Pullman Regional Hospital and Medical Clinics	Pullman, Washington
Kootenai Medical Center	Coeur d'Alene, Idaho
Bonner General Health	Sandpoint, Idaho
North Idaho Acute Care Hospital	Post Falls, Idaho

7. Financial Impact: Using the **budget template**, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

The WWAMI Medical Education Program has recently submitted a request for Fiscal Year 2025 to the State of Idaho for educational support to create a new School of Health and Medical Professions (SHAMP). Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future. The budget summary is as follows:

Positions will be full-time, and part-time and most will be benefit-eligible.

Healthcare Workforce – this request for the new School includes the programs that will require State support (Doctorate in Psychology, along with state support for the new School which includes Associate Dean of Curriculum, Associate Dean of Clinical Curriculum, Associate Dean of Admissions and Assessment, as well as department chairs and program coordinators.   (Requesting 3.5 FTP; $539,200 total General Fund PC funding with benefits). In addition to the state support, SHAMP will match the FTE and salary for a total personnel cost of $946,700 (includes fringe benefits) for 7.0 FTE.

All personnel costs are based on market data and costs for comparable positions as per the University of Idaho's Market-based Compensation model.

The budget included in this proposal not only includes the budget request for FTE, salary and benefits that were submitted to the State of Idaho for FY25. It is necessary to include various expenditures to support the

School and its programs. Therefore, the budget for this proposal includes $100,000 in operating expenditures, as well as a one-time request for $200,000 in capital outlay for equipment costs. The total amount for the FY25 budget is $1,046,700.00. Each following year includes a 5% inflation added to the budget for all expenditures.

Current staff and faculty will be re-directed. Faculty and staff within WWAMI will be redirected to the new School of Health and Medical Professions. Please see the organizational chart under supportive documentation.

Alternate funding has been identified for the Physician Assistance Program, as required by legislative intent for FY 2025.

In conclusion, the primary beneficiaries, if this request is granted, are the individuals and communities who will be served by future PAs or Nurses, Clinical Psychologists, and other graduates of the new School of Health and Medical Professions. Thus, the impact could encompass all of Idaho. The approval of the proposal will reduce shortages of health professionals and enable Idahoans seeking care to obtain it. Many Idahoans who seek these health professional degrees will be more likely to stay in Idaho to practice.

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

I. PLANNED STUDENT ENROLLMENT

	FY 25		FY 26		FY 27		FY 28	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcoun
A. New enrollments								
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$589,200.00	$100,000.00	$618,660.00		$649,593.00		$682,072.00	
2. Institution Funds	$457,500.00	$100,000.00	$480,375.00		$504,393.00		$529,613.00	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$1,046,700	$200,000	$1,099,035	$0	$1,153,986	$0	$1,211,685	$0

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

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

III. EXPENDITURES

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	7.0		7.0		7.0		7.0	
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	695000		729750		766237		804549	
7. Administrative Support Personnel	120000		126000		132300		138915	
8. Fringe Benefits	131700		138285		145199		152459	
9. Other:								
Total Personnel and Costs	$946,700	$0	$994,035	$0	$1,043,736	$0	$1,095,923	$0

	FY 25		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$20,000.00		$21,000.00		$22,050.00		$23,152.00	
2. Professional Services	$10,000.00		$10,500.00		$11,025.00		$11,576.00	
3. Other Services								
4. Communications	$20,000.00		$21,000.00		$22,050.00		$23,152.00	

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
5. Materials and Supplies	$40,000.00		$42,000.00		$44,100.00		$46,305.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	$10,000.00		$10,500.00		$11,025.00		$11,577.00	
Total Operating Expenditures	$100,000	$0	$105,000	$0	$110,250	$0	$115,762	$0

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$200,000.00						
Total Capital Outlay	$0	$200,000	$0	$0	$0	$0	$0	$0

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								

Maintenance & Repairs

Other

Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0

TOTAL EXPENDITURES:	$1,046,700	$200,000	$1,099,035	$0	$1,153,986	$0	$1,211,685	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

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

D24-D26	Salary/operational costs are split 50/50 between Appropriation and Institutional funds. State supports all fringe benefit. Please note: administrative support for the Physician Assistant Master's program will be provided from the self support fee.
D49	FTE - 3.5 Appropriation / 3.5 Institution
D94	Operating expenditures - these were not included in the budget request to the State of Idaho for FY25, but are necessary to support the sch
F104	Capital Outlay - Equipment - Computers, components, software (one time)
Note	Inflation of 5% added each FY to salary and expenditures

President's Office
(208)769-3303 phone
nick.swayne@nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

Nick Swayne, PhD
President, North Idaho College

117: CHANGES TO GENERAL EDUCATION COURSE LISTS: REGULATION J-3

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
7. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
8. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 27 Mar 2024 20:45:25 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 27 Mar 2024 21:17:24 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
3. Tue, 02 Apr 2024 18:38:25 GMT
   Sydney Beal (sbeal): Approved for UCC
4. Wed, 03 Apr 2024 15:57:25 GMT
   Sydney Beal (sbeal): Approved for Post-UCC Registrar
5. Thu, 18 Apr 2024 23:53:21 GMT
   Sydney Beal (sbeal): Rollback to Post-UCC Registrar for Provost's Office
6. Thu, 18 Apr 2024 23:59:25 GMT
   Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Wed, 27 Mar 2024 16:04:18 GMT

Viewing: Changes to General Education Course Lists: Regulation J-3
Last edit: Wed, 27 Mar 2024 16:04:17 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

Changes to General Education Course Lists: Regulation J-3

Request Details

Changes to Regulation J-3

J-3-c Scientific Ways of Knowing
Add NR 213 Indigenous Science Ways of Knowing (3 cr)

J-3-e Humanistic & Artistic Ways of Knowing
Add LARC 150 Landscape, Culture & the Environment (3 cr)

J-3-e Social & Behavioral Ways of Knowing
Add HDFS 105 Individual & Family Development (3cr)
Add MVSC 201 Survey of Health, Fitness, Sport & Wellbeing (3 cr)

J-3-f American Diversity
Add MVSC 201 Survey of Health, Fitness, Sport & Wellbeing (3cr)

J-3-f International
Add ATD 419 Dress & Culture (3 cr)
Add LARC 150 Landscape, Culture & the Environment (3 cr)
Remove POLS 480 Politics of Development (3 cr)

J-3-g Capstone Experience
Add ATD 424 Apparel Design Studio (4cr)
Add FIRE 213 Vegetation Management (3 cr)
Add FOR 296 Forest Harvesting Practicum (3 cr)
Add INTR 250 Career Purpose & Insight (0-1 cr)
Add NR 421 Advanced Field Ecology (2 cr)

Supporting Documents

J-3-c Natural Sciences.docx
J-3-g Capstone.docx
J-3-f International.docx
J-3-f American Diversity.docx
J-3-e Social Sciences.docx
J-3-e Humanities.docx

Reviewer Comments
Sydney Beal (sbeal) (Thu, 18 Apr 2024 23:53:21 GMT): Rollback: Rolled back per missing Faculty Senate step

Key: 117

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

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

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

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

Code	Title	Hours
BIOL 102 & 102L	Biology and Society and Biology and Society Lab	4
BIOL 114	Organisms and Environments	4
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
BIOL 250 & BIOL 255	General Microbiology and General Microbiology Lab	5
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	4

Code	Title	Hours
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
CORS 205-297		3
ENVS 101 & ENVS 102	Introduction to Environmental Science and Field Activities in Environmental Sciences	4
EPPN 154 & EPPN 155	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory	4
GEOG 100 & 100L	Introduction to Planet Earth and Introduction to Planet Earth Lab	4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	4
GEOL 102 & 102L	Historical Geology and Historical Geology Lab	4
GEOL 212	Dinosaurs and Prehistoric Life	4
NR 213	Indigenous Science Ways of Knowing	3
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	4
PHYS 103 & PHYS 104	General Astronomy and Astronomy Lab	4
PHYS 111 & 111L	General Physics I and General Physics I Lab	4
PHYS 112 & 112L	General Physics II and General Physics II Lab	4
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	4
PHYS 212 & 212L	Engineering Physics II and Laboratory Physics II	4
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	4

Course List

J-3-g. Capstone Experience

One course chosen from the approved Capstone Experience courses listed below.

Approved Capstone Experience Courses:

Code	Title	Hours
AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	2
AGED 498	Internship (Max 10 credits)	1-10
ANTH 455	Anthropology Senior Research	3
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 495	Critical Art Writing Seminar	3
ATD 424	Apparel Design Studio	4
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1
BIOL 401	Undergraduate Research	1-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Human Anatomy and Physiology Laboratory Pedagogy	2-4
BIOL 411	Senior Capstone	2
BIOL 425	Experimental Field Ecology	3
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CRIM 461	Capstone:Justice Policy Issues	3
CRIM 462	Senior Practicum	3
CRIM 464	Criminology Abroad	3
CS 481	CS Senior Capstone Design II	3
CYB 481	Cybersecurity Senior Capstone Design II	3

Code	Title	Hours
DAN 490	Senior Project	2
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Professional Writing Portfolio	3
ENGL 490	Creative & Literary Portfolio	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
HDFS 401	Professional Ethics and Practice in CFCS	1
FN 492	Nutrition Education	3
ECDE 497	INTERN: Preschool	1-16
FIRE 213	Vegetation Management	3
FOR 296	Forest Harvesting Practicum	3
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FOR 490	The Resilient Landscape	3
FS 489	Food Product Development	3
FSP 473	Ecology and Conservation Biology Senior Thesis	1
FSP 495	Product Development and Brand Management	3
FTV 476	Advanced Filmmaking II	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
IAD 452	Interior Architecture and Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 250	Career Purpose and Insight	0-1

Code	Title	Hours
INTR 401	Career and Leadership Development	2
INTR 440	Honors Presentations	1
INTR 454	Honors Thesis or Portfolio	3
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
MATH 437	Mathematical Biology	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MKTG 495	Product Development and Brand Management	3
MSE 454	Process Analysis & Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 490	Senior Recital	0
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NR 421	Advanced Field Ecology	2
NRS 473	ECB Senior Presentation	1
NRS 476	Environmental Project Management and Decision Making	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 495	Practicum	1
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 492	Senior Research	1
PLSC 438	Pesticides in the Environment	3
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RSTM 498	Internship in Recreation, Sport, and Tourism	1-16
SOC 460	Capstone: Sociology in Action	3
SOC 462	Senior Practicum	3

Code	Title	Hours
SOIL 427	Sustainable Food Systems	3
STAT 436	Applied Regression Modeling	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

Course List

J-3-f International

Approved International Courses:

Code	Title	Hours
AGEC 447	International Development Economics	3
AGEC 481	Agricultural Markets in a Global Economy	3
AGED 406	Exploring International Agriculture	3
ANTH 102	Cultural Anthropology	3
ANTH 261	Language and Culture	3
ANTH 462	Human Issues in International Development	3
ART 100	Introduction to Art: Why Art Matters	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 303	Contemporary Art and Theory	3
ATD 419	Dress and Culture	3
CHIN 101	Elementary Chinese I	4
CHIN 102	Elementary Chinese II	4
CHIN 201	Intermediate Chinese I	4
CHIN 202	Intermediate Chinese II	4
COMM 335	Intercultural Communication	3
CRIM 336	Comparative Criminal Justice Systems	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
ENVS 225	International Environmental Issues Seminar	3
FLEN 307	Institutions of the European Union	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 315	French/Francophone Cinema in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FN 450	Global Nutrition	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
FREN 301	Advanced French Grammar	3
FREN 302	Advanced French Writing Skills	3
FREN 304	Connecting French Language and Culture	3
FREN 307	French Phonetics	3
FREN 308	Advanced French Conversation	3
FREN 407	French & Francophone Literatures	3
FREN 408	French and Francophone Culture and Institutions	3
FTV 200	Global Film Styles	3

Code	Title	Hours
GEOG 165	Human Geography	3
GEOG 200	World Cultures and Globalization	3
GEOG 260	Introduction to Geopolitics	3
GEOG 350	Sustainability of Global Development	3-4
GEOG 360	Population Dynamics and Distribution	3-4
GEOG 365	Geopolitics and Conflict	3
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
GERM 301	German Reading and Writing	3
GERM 302	German Listening and Speaking	3
GERM 420	Topics in German Culture & Literature - Themes	3
GERM 440	German Media	3
HIST 101	World History I	3
HIST 102	World History II	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 357	Women in Pre-Modern European History	3
HIST 371	History of England	3
HIST 372	History of England	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease and Culture: History of Western Medicine	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3

Code	Title	Hours
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
HIST 485	Chinese Social and Cultural History	3
IAD 281	History of Interiors I	3
IAD 282	History of Interiors II	3
IS 225	International Environmental Issues Seminar	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
IS 370	African Community, Culture, and Music	1-3
JAMM 490	Issues in Global Media	3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
JAPN 201	Intermediate Japanese I	4
JAPN 202	Intermediate Japanese II	4
JAPN 301	Japanese Reading	3
JAPN 303	Japanese Speaking	3
LARC 150	Landscape, Culture & the Environment	3
LARC 390	Italian Hill Towns and Urban Centers	3
LARC 491	Italian Hill Towns and Urban Centers	3
LAS 306	Culture and Institutions of Latin America	3
LAS 391	Hispanic Film	3
LAS 394	Latin American Literature in Translation	3
LAS 409	Modern Latin American Society	3
LAS 413	Spanish American Short Fiction	3
LAS 422	Mexican Culture through Cinema	3
LAS 438	Modern Mexico and the Americas	3
LAS 439	Modern Latin America	3
LAS 441	Slavery and Freedom in the Americas	3
LAS 462	Human Issues in International Development	3
MUSH 108	Music of the World	3
MUSH 111	Introduction to the World of Music	3
MUSH 420	Studies in World Music	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 307	Institutions of the European Union	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 449	World Politics and War	3

Code	Title	Hours
POLS 487	Political Violence and Revolution	3
RSTM 380	Principles of Travel and Tourism	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3
SPAN 310	Spanish for the Professions I	3
SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Identities	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Culture and Identity in Spanish Cinema	3

J-3-f

Approved American Diversity Courses:

Code	Title	Hours
AIST 320	Native American & Indigenous Film	3
AIST 411	Native American Architecture	3
AIST 422	Contemporary Pacific Northwest Indians	3
AIST 484	Native American and Indigenous Literature	3
AMST 301	Studies in American Culture	3
ANTH 329	Contemporary North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 422	Contemporary Pacific Northwest Indians	3
ARCH 411	Native American Architecture	3
COMM 432	Gender and Communication	3
CORS 232	Science on Your Plate: Food Safety, Risks and Technology	3
CRIM 439	Inequalities in the Justice System	3
DAN 100	Dance in Society	3
EDCI 302	Teaching Culturally Diverse Learners	3
ENGL 380	U.S. Ethnic Literature	3
ENGL 384	Native American and Indigenous Literature	3
ENGL 402	Internship in Tutoring Writing	3
HIST 111	United States History I	3
HIST 112	United States History II	3
HIST 316	American Indian History	3
HIST 414	History and Film	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 454	Pictures and Power: Photography, Politics, and American History	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 462	History of the American West	3
IAD 443	Universal Design	3

Code	Title	Hours
JAMM 340	Media and Diversity	3
JAMM 441	(s)Adv Concpts Media/Diversity	3
JAMM 445	History of Mass Media	3
MUSH 104	Jazz: An African American Art Form	3
MUSH 106	Women in American Popular Music	3
MUSH 410	Studies in Jazz History	3
MUSI 100	Introduction to Music	3
MVSC 201	Survey of Health, Fitness, Sport & Wellbeing	3
POLS 101	American National Government	3
POLS 333	American Political Culture	3
POLS 468	Civil Liberties	3
PSYC 315	Psychology of Women	3
PSYC 419	Adult Development and Aging	3
RELS 422	Contemporary Pacific Northwest Indians	3
RSTM 106	Introduction to Sport Management	3
SOC 201	Introduction to Inequity and Justice	3
SOC 350	Food, Culture, and Society	3
SPAN 411	Chicano and Latino Literature	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Course List

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)
The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Social and Behavioral Ways of Knowing Courses:

Code	Title	Hours
ANTH 100	Introduction to Anthropology	3
ANTH 101	Biological Anthropology	3
ANTH 102	Cultural Anthropology	3
ANTH 261	Language and Culture	3
ANTH 329	Contemporary North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 462	Human Issues in International Development	3
COMM 233	Interpersonal Communication	3

Code	Title	Hours
COMM 335	Intercultural Communication	3
COMM 410	Conflict Management	3
CRIM 101	Introduction to Criminology	3
CRIM 336	Comparative Criminal Justice Systems	3
CRIM 439	Inequalities in the Justice System	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 272	Foundations of Economic Analysis	4
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
FLEN 270	Introduction to Greek and Roman Civilization	3
FLEN 307	Institutions of the European Union	3
FOR 235	Society and Natural Resources	3
GEOG 165	Human Geography	3
GEOG 200	World Cultures and Globalization	3
GEOG 260	Introduction to Geopolitics	3
GEOG 365	Geopolitics and Conflict	3
HDFS 105	Individual and Family Development	3
HIST 101	World History I	3
HIST 102	World History II	3
HIST 111	United States History I	3
HIST 112	United States History II	3
HIST 180	Introduction to East Asian History	3
HIST 315	Comparative African-American Cultures	3
HIST 462	History of the American West	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 380	Disease and Culture: History of Western Medicine	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 454	Pictures and Power: Photography, Politics, and American History	3

Code	Title	Hours
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 462	History of the American West	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
JAMM 100	Media and Society	3
LAS 462	Human Issues in International Development	3
MKTG 321	Marketing	3
MVSC 201	Survey of Health, Fitness, Sport & Wellbeing	3
NRS 125	Introduction to Conservation and Natural Resources	3
NRS 235	Society and Natural Resources	3
POLS 101	American National Government	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 307	Institutions of the European Union	3
POLS 331	American Political Parties and Elections	3
POLS 332	American Congress	3
POLS 333	American Political Culture	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
PSYC 101	Introduction to Psychology	3
RSTM 104	Recreation, Sport, and Tourism in Healthy Communities	3
RSTM 380	Principles of Travel and Tourism	3
SOC 101	Introduction to Sociology	3
SOC 230	Social Problems	3
SOC 350	Food, Culture, and Society	3

Course List

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The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

Code	Title	Hours
AGED 263	History of U.S. and World Agriculture	3
AMST 301	Studies in American Culture	3
ARCH 151	Introduction to the Built Environment	3
ART 100	Introduction to Art: Why Art Matters	3
ART 205	Visual Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 407	New Media	3

Code	Title	Hours
CHIN 101	Elementary Chinese I	4
CHIN 102	Elementary Chinese II	4
DAN 100	Dance in Society	3
ENGL 175	Literature and Ideas	3
ENGL 257	Survey of Western World Literature I	3
ENGL 258	Survey of Western World Literature II	3
ENGL 267	Survey of British Literature I	3
ENGL 268	Survey of British Literature II	3
ENGL 277	Survey of American Literature I	3
ENGL 278	Survey of American Literature II	3
ENGL 290	Introduction to Creative Writing	3
ENGL 322	Climate Change Fiction	3
ENGL 345	Shakespeare	3
FLEN 210	Introduction to Classic Mythology	3
FLEN 243	English Word Origins	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
FTV 100	Film History and Aesthetics	3
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 357	Women in Pre-Modern European History	3
HIST 379	History of Science II: 1700-Present	3
HIST 414	History and Film	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3

Code	Title	Hours
HIST 485	Chinese Social and Cultural History	3
IS 370	African Community, Culture, and Music	1-3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
LAS 391	Hispanic Film	3
LAS 394	Latin American Literature in Translation	3
LARC 150	Landscape, Culture & the Environment	3
MUSH 104	Jazz: An African American Art Form	3
MUSH 106	Women in American Popular Music	3
MUSH 108	Music of the World	3
MUSH 111	Introduction to the World of Music	3
MUSH 201	History of Rock and Roll	3
MUSI 100	Introduction to Music	3
NEZP 101	Elementary Nez Perce I	4
NEZP 102	Elementary Nez Perce II	4
PHIL 103	Introduction to Ethics	3
PHIL 200	Philosophy of Alcohol	3
PHIL 201	Critical Thinking	3
PHIL 208	Business Ethics	3
PHIL 240	Belief and Reality	3
PHIL 351	Philosophy of Science	3
PHIL 361	Professional Ethics	3
RELS 443	The Medieval State: Europe in the High and Late Middle Ages	3
RELS 448	The Reformation	3
RSTM 106	Introduction to Sport Management	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
THE 101	Introduction to the Theatre	3
THE 468	Theatre History I	3
THE 469	Theatre History II	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Course List