2024 – 2025 Faculty Senate
Meeting # 12
Tuesday, October 29, 2024, 3:30 pm – 5:00 pm
Zoom only

Approved 11/5/2024, FS Mtg #13

Present: Aus, Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne.
Absent: Rinker.
Guests: Rachel Halverson, Florian Justwan, Eric Aston.

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

Approval of Minutes (vote):
  Minutes of the 2024-25 Meeting #11, October 22, 2024.
  The minutes were approved as distributed.

Chair's Report:
- Tim Murphy was in Moscow last week. We met and had great conversations about the senate priorities outlined in August.
- We will have conversations about the public-school calendar. Lyudmyla and I were communicating with the superintendent and the Board of Trustees about the possibility of moving the start of the public-school year back to match UI's academic year. I was asked to serve on the Public-School Calendar Committee. It would be helpful to have a clear idea of what faculty and staff need most.
- Barb Kirchmeier is the senate representative on the strategic plan team. Huron will attend our next Faculty Senate meeting for about 45 min. Please come prepared with any questions or items you would like to talk about. We will use the remaining meeting time to talk about what we would like for Barb to bring to their conversations.
- Who We Are – Xiao Hu, Senator from CAA.
  Xiao provided some background about himself. He has been at the UI for 17 years and teaches planning and design of urban spaces. He has worked with government agencies and stakeholders in the region and helped with local space challenges. Since 2012, he has led a group of UI students (from all disciplines in their college) to Asia. This is a unique multicultural and interdisciplinary learning experience. Between 2012 and 2019, 80 students participated in the program, and 8 obtained working internships. One of the focal points of his research addresses urban planning for cities in highly unique situations. A second focus area is the transformation of architecture in China under the communist regime. Xiao also studies the impact of the urban environment, such as distance to the nearest public transit or population density in the neighborhood, on public health.

Provost's Report
- **November faculty gathering**: November 13, 4:30-6:30pm PT, Bruce M. Pitman Center, Vandal Ballroom, hosted by COS. https://www.uidaho.edu/provost/faculty-gathering
  RSVP: https://forms.office.com/r/EMhEPnEdNB

- **Annual training:** It is on a rolling calendar, so every employee has a unique timeline. Please see memo of October 3 and don't forget the November 13 deadline. https://www.uidaho.edu/governance/edl/required-training/annual-training
- **UI Theatre production: The Addams Family.** Thursday through Saturday at 7:30pm. Sunday at 2:00pm.

Committee Reports (vote)

- University Curriculum Committee
  - UCC 191 Global Business Language Studies (BA) – Rachel Halverson.
    This is a name change from Modern Language Business to Global Business Language Studies. The previous name is linked to the Department of Modern Languages and Cultures, which no longer exists. Since August 2022, the language programs, international studies and ALCP have been housed in the school of global studies. The new name more clearly describes the focus of the major.
    There were no questions.
    Vote: 20/20 yes. Motion passes.

  - UCC 318 Political Science (BS) – Florian Justwan.
    They want to make the BS in Political Sciences fully available remotely.
    Discussion
    In response to questions, Florian said the entire program will be offered online, with most classes delivered asynchronously. There are no scope restrictions for the online degree. They will continue to offer the in-person program. A senator asked whether there are restrictions for international students. Florian said they will follow the existing UI policy.
    Vote: 20/20 yes. Motion passes.

  - UCC 555 Political Analysis and Methodology Undergraduate Academic Certificate – Florian Justwan.
    In the political science curriculum, many classes are meant to teach two higher order skills. One of these higher order skills is policy analysis. With this certificate, they are trying to achieve two different goals. First, this certificate is going to be of interest to students in neighboring disciplines, such as history, journalism, international studies, or sociology, who take political science classes as electives. The certificate will give some guidance in choosing those classes. The second benefit is internal to the unit. By launching this certificate and the other one that follows on the agenda, we hope to make the higher order skills a bit more salient to the department majors, who may choose their own classes more thoughtfully.
    There were no questions.
    Vote: 20/20 yes. Motion passes.

  - UCC 556 Public Policy Analysis Undergraduate Academic Certificate – Florian Justwan.
    The higher order skill here is everything you need to evaluate and generate hypothesis and testing political science research. The purpose is the same as for UCC 555, but the skill referenced here is slightly different.
    There were no questions.
    Vote: 20/20 yes. Motion passes.

  - UCC 561 Chemical Engineering of Semiconductors Undergraduate Academic Certificate – Eric Aston.

A significant fraction of Chemical Engineering students goes into the semiconductor industry, both in the state and abroad. The department recently resuscitated the semiconductor class, which is called Integrated Circuit Fabrication, and we packaged that with one of the other electives, Surfaces and Colloids. People other than chemical engineers might be interested in this certificate as well. It should be an open door for students in other STEM fields who seek some training or preliminary foundational knowledge in the subject.
There were no questions.
Vote: 20/20 yes. Motion passes.

- o UCC 217 English as a Second Language Teaching Minor – Taylor Raney
  They are just going back to the original version, to match SB code.
  Vote: 20/20 yes. Motion passes.

Other Voting Items
- Creation of an Ad Hoc Committee for intercollege curricula and university-wide programs – Kristin Haltinner.
  [Please see attach. #8.]
  There was some discussion about other options, such as relying, at least partially, on our standing committees (UCC), the size of the committee, and the approximate timeline.
  Motion on the floor: To create an ad hoc committee to work on the intercollege program structure, as described in the Binder. Moved to approve (Kirchmeier, Chapman).
  There was no additional discussion.
  Vote: 15/18 yes; 3/18 no. Motion passes.

Announcements and Communications:
- University of Phoenix Update – Torrey Lawrence (**Please see attached documents.**)
  An extension of the asset purchase agreements has reset the timeline for June 10, 2025. The main difference is in some financial commitments from the University of Phoenix to the University of Idaho. At the time of signing, we received a 5 million dollars payment from Phoenix, that was applied to expenses we already incurred for this transaction and the agreement. Part of that agreement stipulates that, if we do not close by June 10, 2025, Phoenix would pay an additional 5 million dollars. This is not an exclusive agreement, which opens the option of them going to another university or another partner. If they did that, the University of Idaho would receive an additional 15 million for a total of 20 million, as outlined in a memo (dated June 28) which will be included in the minutes. At this time, there is no firm commitment or definite plan. We are working with stakeholders to build support in the Legislature and to address legal challenges. So, there are both legal and political concerns, and we are trying to find a path forward through those two areas. In the meantime, the University of Phoenix has done well. Both their enrollment and revenue have grown. Their persistence and graduation rate have also increased. In conclusion, there is still a path forward, but also some barriers we need to overcome by June 10 of next summer. It will be a topic for the legislative session in the spring.
  Discussion:
  Senator: Initially, the argument was that negotiations needed to be behind closed doors because some other entity could come in and offer more money to the University of Phoenix. Now, with an open contract, it seems that (approximately) 20 million is the differential that a new buyer would have to offer, since Phoenix would have to pay the 20 million back to us. As an economist, my point is: if no one has produced a better offer, the market may not think the deal is worth the price we are paying, plus 20 million dollars. Provost Lawrence: I do not think the 20 million dollars is related to the market. It is related to expenses we have put in

and what we have to lose if they were to go with another party. That was a number that the President negotiated with them. So, I do not think it was based on market value. <u>Senator</u>: There is a misunderstanding. The private sector now knows the price we offered, and I am thinking of a scenario where no other entity comes forward to match that price. <u>Provost Lawrence</u>: Phoenix continues to grow financially. There are many moving parts in assessing what the organization could be worth. A lot of information and analysis was needed for us to determine that it was a very good deal. But things change. What you are saying could be true, but we do not have enough information to know.

<u>Senator</u>: Have there been any lawsuits against Phoenix last year? <u>Provost Lawrence</u>: All institutions have a history of lawsuits, but many of them are dropped or rejected by the courts. Sometimes, the media may portray claims as lawsuits, even though many of them will not meet the criteria.

- Our shared futures – Philip Hagen, GPSA President
Philip is a 4th year Ph.D. student in electrical engineering. His research is in small antennas and matching circuits. He has worked for the Air Force trying to make antenna systems that can communicate through either ionized air around an aircraft traveling faster than the speed of sound, or spacecrafts re-entering the atmosphere through the ionosphere. There is plasma that surrounds the aircraft that prevents wireless communications through. We are trying to find ways to measure that plasma frequency and shoot wideband signals at the plasma to create an electromagnetic window to communicate through that plasma. This year, there are exciting initiatives with GPSA. There is a large reserve fund, some of which can be spent to improve campus life. A major idea is to put water bottle filling stations in every building without one, which also helps the university meet their sustainability goals. They also plan to spend a considerable amount of funds to put some crosswalk lights around campus at crosswalks that are especially dangerous. They also started a regalia rental program for graduating graduate students (Ph.D. regalia are expensive). They have about 18 robes and hoods of assorted colors that graduate students can rent. They are working with President Green to expand health insurance coverage for graduate students. They have their own ad hoc committee like the senate salary ad hoc committee and working with Jerry at COGS to make TA pay a little more equitable across departments. [Kristin added that Jerry will come to senate in November to talk about TA pay and target salaries for TAs by college.]
In response to an inquiry, Philip talked about GPSA travel awards. Most of their budget funds go back to their students as travel grants and publication awards. Working with several MFA students, they found that these awards favored people in STEM, because they publish more, while there are disciplines that do not publish at all. So, for this upcoming November 15 cycle, they added an entirely new award for MFA, art exhibitions or architecture, such as final thesis projects. Students can get reimbursed for supplies up to $700. Graduate students can get $700 to travel to a conference and present their work domestically, or $900 internationally. If you publish a paper in a journal, GPSA will reimburse $700 of that.

- Grade Deadline Discussion – Lyudmyla Barannyk, COS Senator.
Lyudmila wants to talk about grade roll out and have this discussion placed in the minutes and talking points to get feedback from faculty and staff and toss around potential ideas. Currently, final grades are rolled out once per semester, Tuesday after final exam week, at noon. This deadline creates a lot of pressure for faculty and staff. A suggestion could be to roll grades out daily, or more frequently, starting from Monday. Grades could continue to roll out until Wednesday or later, just to avoid missing grades and additional stress on faculty and staff. Lindsay mentioned it would be better to do this once per day to avoid technical problems.

New Business:

- Secretary Sammarruca mentioned the ULC meeting that took place in the morning, which included conversations about **strategic plans** led by members of the consulting team hired for that purpose. The President's Office will send to the participants a link and a code to share with their respective teams.

- Senator Barannyk brought up the benefits of a **short semester break in October.** Provost Lawrence said that the calendar is approved by Faculty Senate. It is a collaboration between the Provost Office and the Registrar's team, and it is referred to in the catalog. The university approves school days years in advance, and it is time to do that as part of our policy. It also must go to the State Board for approval. So, there is some interest and potential benefits. On the other hand, any calendar changes imply contractual changes for our 9-month faculty contracts. The provost thinks it is an interesting idea, and he appreciates Lyudmyla bringing it up.

- As a member of the School Calendar Committee, Kristin Haltinner wants to understand the concerns of faculty before the committee meeting. The top priority is the UI early start date. Presently, UI starts about two weeks ahead of the public school system, which leaves parents struggling to find places for their kids, especially because most of the camps have ended at that time. Next year, the lag will be only one week. December is lining up with the public-school calendar for next year already. So that is another concern that normally would exist. The second issue is people struggling to know what to do with their kids on early release days, which are Fridays, where kids get out at 2:15. Schools have an expanded Adventure Club program, at least for elementary school kids. We used to have a lag of only two days with the school calendar – we would start on Monday, and school would start on Wednesday. They shifted the start of the year to September, because they do not have adequate cooling in most of the buildings. Idaho has the least per capita spending on school infrastructure in the country.
  Tim Murphy heard that the biggest issue for parents is the differential in spring break.
  There was a brief discussion about bringing children to the office when school is out, which is not allowed as a matter of liability. Some senators shared their positive experience with the accommodation provided by their units.
  Kristin Haltinner will take these comments to the school district.

Adjournment:

There was no other business. The meeting was adjourned at 4:45pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

7

Will University of Phoenix capabilities be accessible for all colleges and universities across the state?

Answer: Yes, the affiliation will support collaboration with other Idaho educational institutions, giving them access to University of Phoenix's advanced online systems. With $600 million invested over the past five years, University of Phoenix's capabilities have been refined with the help of more than 85,000 current students. This partnership allows Idaho to adopt a proven and tailored online education solution, freeing up resources for other state priorities.

8

How will the affiliation impact the reputations of both University of Idaho and University of Phoenix?

Answer: University of Idaho's leadership believes that the affiliation will support the university's long-term stability. If approved, University of Phoenix would transition from a for-profit institution to a private non-profit university and further emphasize its commitment to educating and re-skilling working adults. This shift can enhance the reputation of both institutions by broadening access to education and addressing workforce needs in Idaho and beyond.

9

What should I do if I want more information about the affiliation?

Answer: Submit comments, ideas or questions to **phoenixquestions@uidaho.edu.**

This document was produced October 16, 2024. Subject to change.

U of I – UOP Affiliation
FAQs

University of Idaho

A public institution of the state of Idaho

University of Phoenix®

A privately held institution

1

Why does University of Idaho want to affiliate with University of Phoenix?

Answer: The universities share a commitment to expanding educational opportunities and helping students succeed in their careers and lives. This affiliation will enable University of Idaho to reach more adult learners, offer new educational pathways and support Idaho's workforce needs. By working together, they aim to broaden access to higher education for place-bound and working students, ultimately benefiting Idaho's communities and industries.

2

How does this affiliation advance the goals and mission of University of Idaho?

Answer: The affiliation supports University of Idaho's goal to expand educational access, aligning with the 2017 Governor's Higher Education Task force recommendation for statewide digital solutions. It advances University of Idaho's land-grant mission by reducing barriers for place-bound and time-bound students, bringing university programs and research to more Idaho citizens. Through innovative teaching methods, technology and additional resources, University of Idaho aims to enhance education across the state, supporting the state's priorities, employers' talent needs and the university's commitment to serving all Idahoans.

3

How will the affiliation benefit the citizens and state of Idaho?

Answer: The affiliation will create new opportunities and lower-cost educational options for Idahoans. By partnering with University of Phoenix, University of Idaho will enhance access for adult learners and boost the state's economy through targeted workforce development, including certificates and skills mapping. It will also create new pathways for enrollment across Idaho's four-year institutions, strengthening the entire state's education system.

4

How is the state involved and will this impact Idaho taxpayers?

Answer: University of Idaho is working with state leaders and University of Phoenix to establish a clear affiliation structure that complies with constitutional requirements. The affiliation, as currently designed, contemplates a separate legal entity to acquire University of Phoenix's assets and liabilities using borrowed funds with no need for taxpayer dollars. As no taxpayer dollars are directly invested, Idaho taxpayers will not bear the cost of the affiliation.

5

What are the key risks to the State of Idaho and University of Idaho?

Answer: University of Idaho has agreed to guarantee up to $50 million over the first ten years of the affiliation, with a limit of $10 million per year, in case the legal entity misses debt payments. This financial risk is mitigated by setting aside licensing fees in a rainy-day fund specifically for this purpose. To further manage risk, U of I conducted extensive due diligence, using global experts to evaluate University of Phoenix's financial stability and outlook. Additionally, University of Idaho will co-sign University of Phoenix's federal financial aid agreement. These considerations, along with other risk mitigation measures, were built into the purchase price to ensure a balanced approach to potential challenges. University of Phoenix has performed well financially and is continuing this trend in FY24. It also enjoys moderate growth in enrollment and increasing graduation rates. This growth and financial performance provide confidence in its ability to meet the obligations of bond payments with no assistance from University of Idaho.

6

What will University of Idaho do with proceeds from the affiliation?

Answer: The affiliation will strengthen University of Idaho's financial position, supporting stability, strategic initiatives and the university's land-grant mission. Proceeds will first be used to create a rainy-day fund to secure the bond guarantee. Additional funds will then reduce costs for Idaho students, create new scholarships, enhance existing programs and develop new courses and initiatives aimed at enriching the educational experience and expanding student opportunities.

Dear Vandal Family,

Vandals innovate, drive change and solve problems. Right now, higher education is facing possibly the most challenging time in its history. Declining traditional enrollment along with decreasing financial support of legislatures across the nation is juxtaposed with increased needs of industries for trained employees and growing adult learner populations.

Our University of Idaho is poised to lead new ways of thinking about and delivering education. That is why I am pleased to report that today, June 28, the University of Idaho Board of Regents unanimously approved the University of Idaho's request to extend the Asset Purchase Agreement for the University of Phoenix transaction through June 10, 2025.

There is no commitment to a closing at this time and any amended transaction will go to the Regents for consideration and approval in a public meeting.

The extension allows us time to incorporate feedback from legislators and other Idaho stakeholders into the transaction. We remain committed to working with the Idaho Legislature on the path set forth in last session's HB 708 or other mechanisms.

The extension includes other measures:

- Non-exclusivity, allowing other potential buyers to be considered by the owners.

- In return for University of Phoenix owners' ability to entertain other offers, University of Idaho will receive $5 million upon signing of the extension agreement.

- If the deal is not closed by June 10, 2025, U of I will receive an additional $5 million (for a total of $10 million).

- If University of Phoenix sells to another entity, U of I will receive $15 million (for a total of $20 million).

First and foremost, we remain committed to this affiliation because it will provide more opportunities for Idaho's place-bound adult learners to earn more money and will help Idaho industries by adding to Idaho's educated workforce.

Further, the business merits of this affiliation have never been stronger. University of Phoenix continues to show strong enrollment growth at 8%, and its retention and graduation rates continue to improve. Its financial performance exceeded the very high returns projected just a year ago, with EBITDA* well in excess of $150 million and its free cash flow for the last year well over $200 million.

Like you, I care deeply about the University of Idaho and carrying out our land-grant mission to serve the people of Idaho. We look forward to working with the Idaho Legislature, the University of Phoenix and our passionate alumni in leading new ways of delivering high-value education to our citizens.

Thank you and Go Vandals!

Scott Green

President

* EBITDA is company's earnings before interest, taxes, depreciation and amortization. It is a useful metric for understanding a business's ability to generate cash flow and for judging a company's operating performance.

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University of Idaho

**University of Idaho
2024 – 2025 Faculty Senate Agenda**

Meeting #12
Tuesday, October 29, 2024, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
   - Minutes of the 2024-2025 Faculty Senate Meeting #11 (October 22, 2024) **Attach. #1**

III. Chair's Report
   - "Who We Are" - Xiao Hu, Senator from the College of Art and Architecture

IV. Provost's Report

V. Committee Reports
   - University Curriculum Committee (Vote)
     - UCC 191 Global Business Language Studies (BA) - Rachel Halverson, Director – School of Global Studies & Professor **Attach. #2**
     - UCC 318 Political Science (BS) - Florian Justwan, Department Chair and Associate Professor; Director of Graduate Studies – Politics and Philosophy **Attach. #3**
     - UCC 555 Political Analysis and Methodology Undergraduate Academic Certificate – Florian Justwan **Attach. #4**
     - UCC 556 Public Policy Analysis Undergraduate Academic Certificate – Florian Justwan **Attach. #5**
     - UCC 561 Chemical Engineering of Semiconductors Undergraduate Academic Certificate – D. Eric Aston, Professor – Chemical and Biological Engineering **Attach. #6**
     - UCC 217 English as a Second Language Teaching Minor – Taylor Raney, Director of Teacher Education **Attach. #7**

VI. Other Voting Items
   - Creation of Ad Hoc Committee to Examine Processes and Support for Intercollege Programs – Kristin Haltinner, Faculty Senate Chair (Requires Motion) **Attach. #8**

VII. Other Announcements and Communications
   - University of Phoenix Update - Torrey Lawrence, Provost and Executive Vice President
   - Our Shared Futures - Phillip Hagen, President Graduate and Professional Student Association
   - Grade Deadline Discussion – Lyudmyla Barannyk, Senator from College of Science

VIII. New Business

IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #11 (October 22, 2024)
- **Attach. #2** UCC 191 Global Business Language Studies (BA)
- **Attach. #3** UCC 318 Political Science (BS)
- **Attach. #4** UCC 555 Political Analysis and Methodology Undergraduate Academic Certificate
- **Attach. #5** UCC 556 Public Policy Analysis Undergraduate Academic Certificate
- **Attach. #6** UCC 561 Chemical Engineering of Semiconductors Undergraduate Academic Certificate
- **Attach. #7** UCC 217 English as a Second Language Teaching Minor
- **Attach. #8** Intercollege Programs Committee Charge

University *of* Idaho
Faculty Senate

2024 – 2025 Faculty Senate – Pending Approval
Meeting # 11
Tuesday, October 22, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Aus, Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Torrey Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne.
Absent: Kirchmeier (excused), Miller (excused)
Guests: Brandi Terwilliger, Gwen Gorzelsky

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

Approval of Minutes (vote):
Minutes of the 2024-25 Meeting #10, October 15, 2024
The minutes were approved as distributed.

Chair's Report:
- For those who are impacted by the ORP transition to Fidelity, representatives of Fidelity Investments will be on campus this week.
- Rec Center: no fees for wellness classes, see https://www.uidaho.edu/current-students/recwell/fitness
- **VandalFinish**: a new program in CLASS. Visit https://www.uidaho.edu/ui/class/vandal-finish
- Who We Are – Annie Roe, Senator from CALS.
  Annie is an extension specialist and associate professor in the Margaret Ritchie School of Family and Consumer Sciences. Her position is split between extension and research. Her work centers around community nutrition education programs and brain health research. Eat Smart Idaho is her primary extension program. As the director of this grant funded statewide program, she leads a team of about 30 individuals. They develop and implement community nutrition education and physical activity interventions that are designed to reach Idaho youth and adults from households with limited resources. They work with federal, state and local community partners to make positive lifestyle changes accessible to all. Her team provides hands-on series and one-time lessons that teach about healthy eating, cooking for less, saving money at the grocery store, keeping food safe and being active and planning meals. They also work with community partners to implement changes to policies, systems and environments. Her team collaborates with a multi-state group to conduct research related to program evaluation and outreach of federally funded nutrition education programs like Eat Smart Idaho. They are currently assessing the benefit cost ratio of these programs in terms of dollars that are spent to administer the program, and the resulting economic benefits from avoiding chronic disease, medical costs and lost earnings. They are also developing validated tools to assess changes in quality of life of participants that engage in these federally funded nutrition education programs. Annie doesn't teach classes but has many opportunities to work with and mentor graduate students through research and extension programs. She often funds summer interns. She is on campus all year round, doing these exciting things.

Provost's Report

- **Oct 15 Enrollment Census summary**
  - Freshmen
    - We welcomed the largest freshman class in our history, the third record-breaking freshman class in as many years.
    - Up 8.3% over Fall 2023.
    - 747 are in Idaho Launch scholarships.
  - Undergrad
    - Up 5.2% over F23.
  - Graduate
    - First time grad students are up 13.5% over F23.
    - Total grad enrollment is up 4.2%.
    - 2,010 is the highest in the last decade.
    - Doctoral students are up to 602, the highest in UI history.
  - Overall
    - 12,286 (not highest ever but getting close).
    - Up 3.7% from Fall 2023.
    - 7th semester of continuous growth.
    - If you remove dual-credit students, then enrollment is up 5.1% to 10,578.
  - Retention
    - Up 1% (for 1st to 2nd year students).
  - Other
    - Idaho resident undergraduate student enrollment increased by 4.9%.
    - International undergraduate student enrollment is up 33.9%.

- **UI Theatre production: The Addams Family**
  - Starts Thursday, Oct 24 and Runs through Sunday, Nov. 3
  - Directed by Craig Miller who is also a senator!!!
- **Bellwood Lecture**
  - Thursday, Oct 24, 3:30-5:00 pm, Pitman Center, International Ballroom – Judge Sara Hill, United States District Court for the Northern District of Oklahoma. Lecture is titled "**Tribal Nations and the Law of a Homeland**" and will discuss the role of tribal governments under U.S. law with a specific focus on her time as Secretary of Natural Resources and Attorney General of the Cherokee Nation.
- **Textbooks**
  The **VandalStore would like faculty to complete their textbook selections by October 25, 2024.** We are aware of challenges faculty have been experiencing using their website. Please contact the VandalStore at textbooks@uidaho.edu or attend the informational session(s) this week for in person support from 9-11 AM or 1-3 PM on the Moscow campus.
- **Fidelity Investments**
  ORP stands for Optional Retirement Plan. The transition to Fidelity is not optional. This week Fidelity is hosting sessions about the change in the Optional Retirement Plans: Fidelity will be on campus Oct. 22, Oct. 23 and Oct. 30 holding sessions in the Pitman Center. There are also various Zoom session options. This is the U of I-specific page with our schedule: https://www.myfidelitysite.com/isboe/idaho-state-board-of-education/8185. The site also has guides, the transition timeline, and some investment information.

Committee Reports (vote)
- University Curriculum Committee

- UCC 469 Robotics and Automation Undergraduate Academic Certificate – Program Change Request. Mary Everett.
  They are changing Robotics to Robotics and Automation. They are also adding the word "academic" in the title as suggested by the provost. They have also dropped the number of credits required for the certificate from 18 to 15, so it would be in line with the similar mechanical engineering certificate.
  <u>Discussion:</u>
  Vice Chair Murphy asked why the word "academic" had to be added. Provost Lawrence replied that there are other certificates that are more like a skill-based credential, whereas this one is an academic experience.
  Vote: 20/20 yes. Motion passes.

- UCC 470 Robotics and Automation Graduate Academic Certificate – Program Change Request. Mary Everett.
  There were no questions or comments.
  Vote: 19/19 yes. Motion passes.

- UCC 32 Applied Economics (MS) – Program change request. Alex Maas, Agricultural Economics and Rural Sociology.
  They wish to change the CIP code associated with the Master's degree program. Applied economics does not exist as a STEM designation. In the CIP code, however, most applied economics programs have switched to CIP codes that do exist. They want to change that designation so that their degree lines up with a STEM field. Currently, the Agricultural and Applied Economics Association is petitioning DJS to add more applied economics programs. But they are not there yet.
  <u>Discussion:</u>
  In response to a question about the benefits of the STEM designation, Alex said that it is helpful to international students, as it gives them an additional 24 months on their visa, which helps attract high quality international students. Also, there are research programs required to be STEM to compete for certain grants. In summary, the designation allows more grant funding sources, and it helps with attracting international students.
  Vote: 20/20 yes. Motion passes.

- UCC 517 Investment Management and Analysis Undergraduate Academic Certificate. Young Park, area coordinator and associate professor of finance.
  This certificate provides opportunities to integrate various concepts and tools in investment analysis through hands-on experience.
  There were no questions.
  Vote: 19/19 yes. Motion passes.

- UCC 413 Business Information and Analytics – Program Change Request. Tracey Anderson, Department Head and Professor.
  This is to ensure the program reflects their commitment to maintaining a relevant and impactful curriculum. The MIS program has not undergone change for many years, and during this time there has been rapid change in technological advancements. So, the need to evolve became increasingly. Also, feedback from alumni employers and students has highlighted the urgency to address contemporary issues in the MIS area. The name was changed from MIS to Business Information and Analytics, with the related change to the prefix to BIA. In addition, three outdated

courses are dropped, and two courses are added, with modern data practices and emerging technologies and analytics.

Discussion:

Clarification was requested about the newly added classes. A discussion followed about the program's name. A senator argued that his department, Agricultural Economics and Rural Sociology, teaches the applied economics graduate program. They were denied the request to add "applied" (to become Agricultural and Applied Economics). Some folks were concerned that "applied economics" would cut into CBE. Because UCC 413 has the word "analytics" in its name, the senator is concerned that their next proposal, which has the word "analytics" in its name, may also be denied. Will UCC 413 affect other departments?

Provost Lawrence noted that the rejected name was not "agricultural applied economics," it was just "applied economics." It was rejected because of the conflict with CBE, about five or six years ago. The issue here is whether the term "analytics" with the economics degree precludes other colleges from using it.

Vote: 17/18 yes; 1/18 no. Motion passes.

Other Policy Business

- Change to the Ad Hoc Committee on Salary membership.

  Current membership: Alex Maas (Senate), Kenwyn Richards (UBFC), Linda Chen (CBE), Russ Meeuf (CLASS), Lindsey Brown (Staff Compensation Committee), Patrick Hrdlicka (COS). Tim and Kristin are also sitting on that committee. The Provost Office requested to add Vice Provost Diane Kelly-Riley to the committee to help us ensure that what we propose is in line with policy.

  Provost Lawrence added that it would be beneficial for the group to have the vice provost as an ex officio member who can provide guidance and context.

  Motion: Add Vice Provost Diane Kelly-Riley as an ex officio member of the Ad Hoc Salary Committee.

  Moved to approve (Raney, Barannyk).

  Vote: 17/19 yes; 2/19 no. Motion passes.

Announcements and Communications:

- Job Families Discussion – Brandi Terwilliger, Director of Human Resources

  Brandi reviewed what job families are; how they work; beneficial outcomes identified so far; challenges; necessary pivots; completed job families; upcoming ones and proposed timelines.

  (All of these points are expounded on the presentation slides attached to these minutes.)

  Discussion:

  A senator who is serving on the Ad Hoc Salary Committee asked if everyone is mapped to a specific code and target salary. In CIP, depending on which database one is using, everyone will have a specific code that lines up to that database. Brandi replied that, depending on the type of position, they either use a SOC code or a CUPA code, which is more specific to higher education. So, administrative positions and finance might be more appropriate for a SOC code where a specific, Higher Ed position would be a CUPA code on the staff side. Everybody gets both, but the way the position is marketed depends on which specific code.

  With reference to the Eat Smart Idaho program, a senator is concerned to see that many positions around coordinator program, program specialist or program manager, require years of experience, with the lowest tier requiring three years of experience and a high school diploma. Why not experience or a degree? It would be great to hire one of our new graduate students in an entry level position, but they would not qualify because they do not have years of experience, but they do have a degree. Brandi responded that there are ongoing

conversations with key stakeholders who help set those qualifications. She welcomes feedback so that they may continue to improve the system. They will do what they can to help.

- Current and Future Initiatives in the Office of the Vice Provost for Academic Initiatives – Gwen Gorzelsky, Vice Provost for Academic Initiatives.
  The presentation articulated through three main points: Institutional effectiveness; curricular support; student success. After each of these components, there were questions for senators to think about and become engaged. Please provide feedback.
  (The presentation slides are attached to these minutes.)

Adjournment:
The agenda was not completed. Chair Haltinner asked for a motion to adjourn (Murphy, Maas). The meeting was adjourned at 5:10pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

STAFF JOB FAMILIES REVIEW

2024

UIDAHO.EDU/JOB-FAMILIES

WHAT WE WILL REVIEW

- What Job Families are
- How they work
- Outcomes and feedback thus far
- Necessary pivots
- Process (completed and coming)
- What is available and coming soon
- Recruitment reminders
- Questions

WHAT JOB FAMILIES ARE

- Job Family - a broad group of jobs involving similar types of work and requiring similar training, skills, knowledge and expertise.

- Job Series – multiple closely-related positions within a job family

  - From entry level to senior, requiring varying levels of skill and responsibility, or

  - Closely related work functions

- Working Title – The title used by the employee that displays in the directory and in email

- Position Title – A standard title in Banner that identifies a specific position within the job family/job series

WHAT JOB FAMILIES ARE

EXAMPLE

JOB FAMILY: Information Technology

Job Series:

- Application Administrators
- Classroom IT Analysts
- Database Administrators
- Endpoint System Analysts
- And more!

HOW JOB FAMILIES WORK

WHAT JOB TEMPLATES INCLUDE

Varies by Job Family

In <u>most</u> cases:

Standardized
- Position Overview
- Required Qualifications
- Position Title

Unit Provides
- Assigned Duties
- Preferred Qualifications
- Working Title (selected from options)
- Posting Context Statement

HOW JOB FAMILIES WORK

- Shorter job descriptions used for advertising
    - Improves recruitment with used algorithms for advertising
- Position Overview
    - High-level summary of scope and responsibility
    - Focus on primary/majority duties
    - Examples of duties
- Required Qualifications written more broadly to allow for transferable skills
- Supervisors add more specific preferred qualifications as needed
- Most positions will see little to no change in market rates

HOW JOB FAMILIES WORK

- Finalized jobs are added to the Job Template Library available on the project website
- Supervisors determine which template best applies based on the primary/majority duties to their positions and make a slotting recommendation
- As each job family is published, it will be required for all vacant positions and updates to filled positions
- Each job family will have a posted adoption period for filled positions

OUTCOMES AND FEEDBACK THUS FAR

SATISFACTION

- Faster review for updates
- Coupled with workflow changes - decrease time to hire
- Ease of use
- Consistency across campus
- Employees can see a career path
- Significantly better for advertising purposes
  - Consistency in titles when searching, etc.

OUTCOMES AND FEEDBACK THUS FAR

KNOWN PAIN POINTS

- Supervisor ownership
  - Struggle with business need vs. employee driven
  - DOL requirements
- Desire to create a "unique position" that already falls within template
  - For example: IT positions
  - Standardization and lack of flexibility
- Stakeholders change and thus expectations change
  - Less options vs. more options

NECESSARY PIVOTS

LESSONS LEARNED AND PIVOTS

- Supervisors use as a way to increase pay and manage budgets
  - Creates concern about DOL audits
  - Creation of Job Slotting Approval Request Form requiring unit leader approval
    - Based on feedback regarding large increases (10% or more)
  - Supervisor makes recommendation in consultation with supervisory chain
  - Unit leader will be the "approver" of slotting recommendations
  - Provost/President/VP will review as applicable
- Posting context statement added
  - Based on feedback
- Working Titles
  - Can include area of operation
  - Additional options within job families

PROCESS – LAUNCHED JOB FAMILIES
NEW TIMELINES

- Completed Job Families
  - All slotting recommendations must be completed by supervisor and sent to HR no later than December 1 (Reminders will be sent out)
    - HR will make a recommendation after that point if not received
  - Summary spreadsheet will be sent to unit leader by HR shortly after December 1
    - Unit leaders will return the spreadsheet with approvals or other recommendations by December 31st
  - University wide summary will be shared with Provost/President/VP Foisy in early January
  - Process in PeopleAdmin to update UIJD and appropriate EPAF updates will occur prior to early February to ensure CEC data is current.

PROCESS – UPCOMING JOB FAMILIES

PROPOSED TIMELINES – SLOTTING RECOMMENDATIONS/APPROVALS

- When a new job family is released - notification is sent out

- Supervisor Role - responsible for making recommendation of slotting and working with supervisory chain and unit leaders
  - Slotting is intended to be comparable to where the position is currently – not promotional opportunities. Employee should be doing that level of work at the time of slotting
  - All slotting recommendations must be completed by supervisor and sent to HR within 2 months of release
  - Coordinate with funding source if position is funded by another unit

- Employee Role: May provide input to supervisor, but recommendation is made by supervisor

PROCESS – UPCOMING JOB FAMILIES

- HR role in slotting
  - Market Rate changes more than 10%
    - Job Slotting Approval Request Form for unit leaders implemented
  - HR will make recommendation if not received by supervisor within the allotted timeline
  - HR is available for support and discussion to help with decision making

  - Unit leader Role: Review and finalize recommendations
    - Return the spreadsheet with approvals or other recommendations within one month of receipt
    - Unit leader provides approval/denial/recommended changes

  - University wide summary will be shared with Provost/President/VP Foisy following receipt of approvals from unit leaders

PROCESS – UPCOMING JOB FAMILIES

Upon Finalization:

- Unit will process in PeopleAdmin to update UIJD
- HR will provide a spreadsheet to Business Systems for appropriate EPAF updates following the final summary review (current process)

Market rate adjustments do not require pay changes unless employee falls under 80% of target. Staff salary change form process would be utilized to address increase with funding provided by unit.

WHAT IS AVAILABLE NOW

JOB FAMILIES LAUNCHED

Available now:

- Administrative (160 out of 226)
- Children's Center (14 out of 15)
- Financial (116 out of 141)
- Maintenance and Operation (82 out of 151)
- IT (51 out of 112)
- Public Safety and Security (9 out of 12)
- Research (53 out of 150)

Near completion!

- Foundation (18 out of 39)
- Communications and Marketing

UPCOMING

- Agricultural and Extension
- Environmental Safety
- Equity and Diversity
- Event Services
- Grants and Contracts
- Health and Wellness
- Student Services
- University Operations
- Legal and Compliance

We will continue to develop additional job families until all staff positions are included

RECRUITMENT REMINDERS
HIRING COMPETITIVENESS INITIATIVES RELEASED IN 2022

- Classified minimum hourly rate is $16.00
- Exempt minimum salary (December) $63,128 (New)
- Advertising range – up to 100% of position market as determined by HR
  - Exception approvals (Provost/President) attached to action
- Hiring range – up to 125% of target salary as calculated by HR
  - Exception approvals (Provost/President) – handled in PA through workflow approval process
- Must hire at 80% of target (New)

QUESTIONS?

FOR MORE INFORMATION

UIDAHO.EDU/JOB-FAMILIES

CONTACT THE CLASS/COMP TEAM

HR-CLASSCOMP@UIDAHO.EDU

PROVIDE FEEDBACK

ONLINE SURVEY AVAILABLE ON THE JOB FAMILIES WEBSITE

Overview

Institutional Effectiveness

NWCCU Mid-Cycle Review

Revising Annual Program Review

Curricular Support

Curricular Proposals Bootcamp

New Resources

Student Success

Initiatives

Council
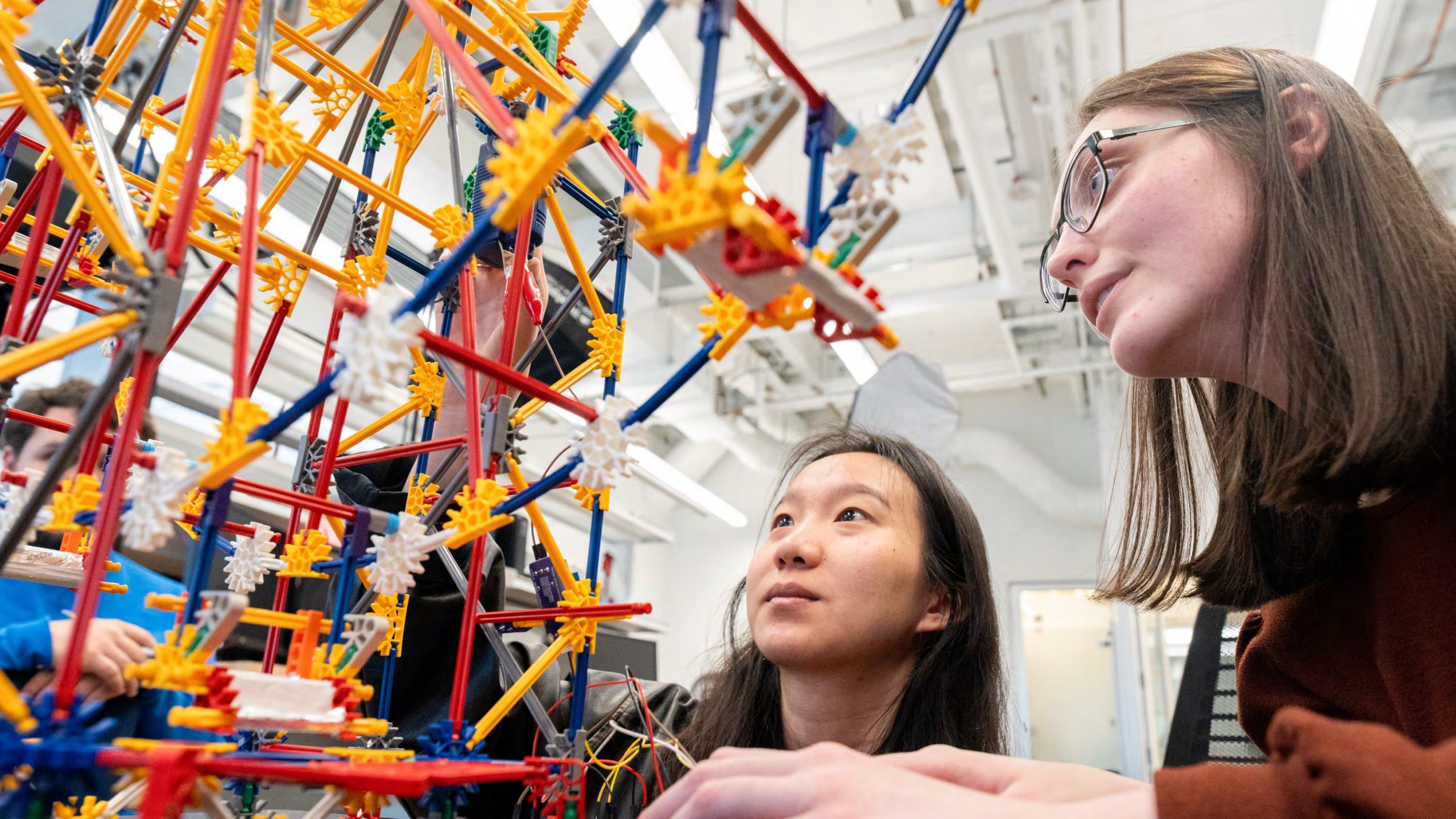
Institutional Effectiveness

Mid-Cycle Report/Review Visit

- Formative feedback, preview
- University Assessment and Accreditation Committee
- Associate Deans

Institutional Effectiveness

Revising Academic Program Review (APR)

- Soliciting feedback: Associate Deans, Chairs/Heads
- UAAC comments
- APR redesign

Institutional Effectiveness

Questions for Senators

- Other groups/approaches for soliciting feedback on revising APR?
- Senate priorities for revising APR?

Medical Sciences (B.S.)

REQUIREMENTS | **DEGREE MAP** | LEARNING OUTCOMES

Four-Year Plan

FALL TERM 1		HOURS
BIOL 101	Opportunities in Biological Sciences	1
BIOL 151	Intro to Health Professions	1
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 101	Writing and Rhetoric I	3
MATH 170	Calculus I	4
PSYC 101	Introduction to Psychology	3
	Hours	**16**
SPRING TERM 1		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
CHEM 112	General Chemistry II	4

Chemistry II Laboratory 1

Curricular Support

Curricular Proposals Bootcamp Workshops

- Industry partnerships/workforce data
- Developing proposals
- Designing assessments, finalizing

Support and Resources:

- Facilitated employer summits
- Market demand (LightCast)
- Curricular complexity

Curricular Support

New Resources

- Recorded presentation and slides on using workforce data in State Board of Education proposals

- Bureau of Labor Statistics spreadsheets

- Statewide Occupational Projections spreadsheet

- [How to successfully create Curriculum, Course and Program Changes (uidaho.edu)](uidaho.edu)

Curricular Analytics Platform

Curricular Support
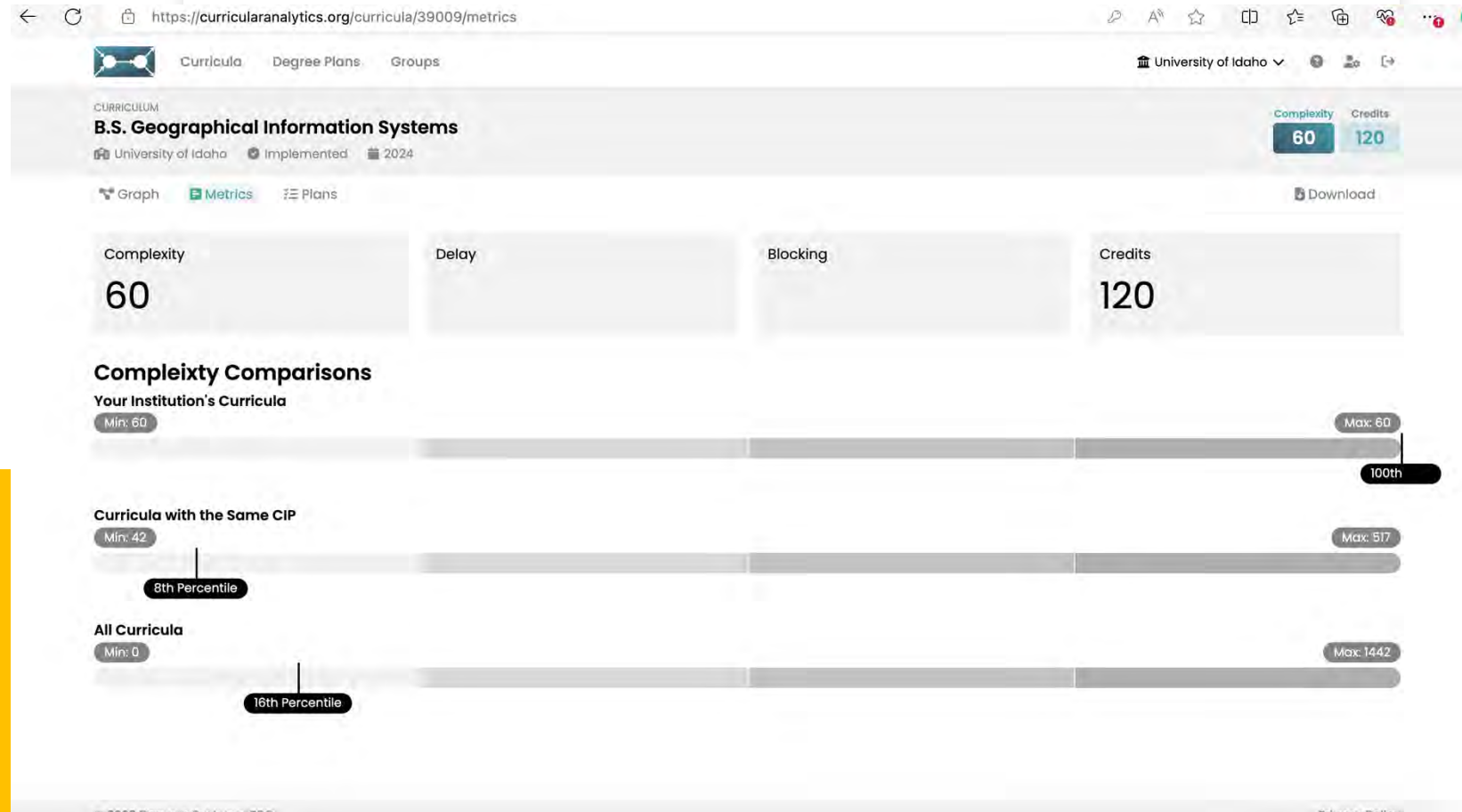
Curricular Support

Questions for Senators

- Suggestions for bootcamp workshops?
- Additional curricular resources needed?
- Other types of support needed?
- Suggestions for Curricular Analytics pilot?

Student Success

Initiatives

- Evidence-Based Teaching Practices
- Early Applied Learning Experiences
- Common Experiences

Student Success

Council

- Cross-Divisional
- Evidence-Based
- Collaborative, Innovative

Student Success

Questions for Senators

- Advice for identifying faculty interested in redesigning foundational courses?
- Suggestions for shared governance participation in Student Success Council?

Thank You

191: GLOBAL BUSINESS LANGUAGE STUDIES (BA)

In Workflow

1. 034 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
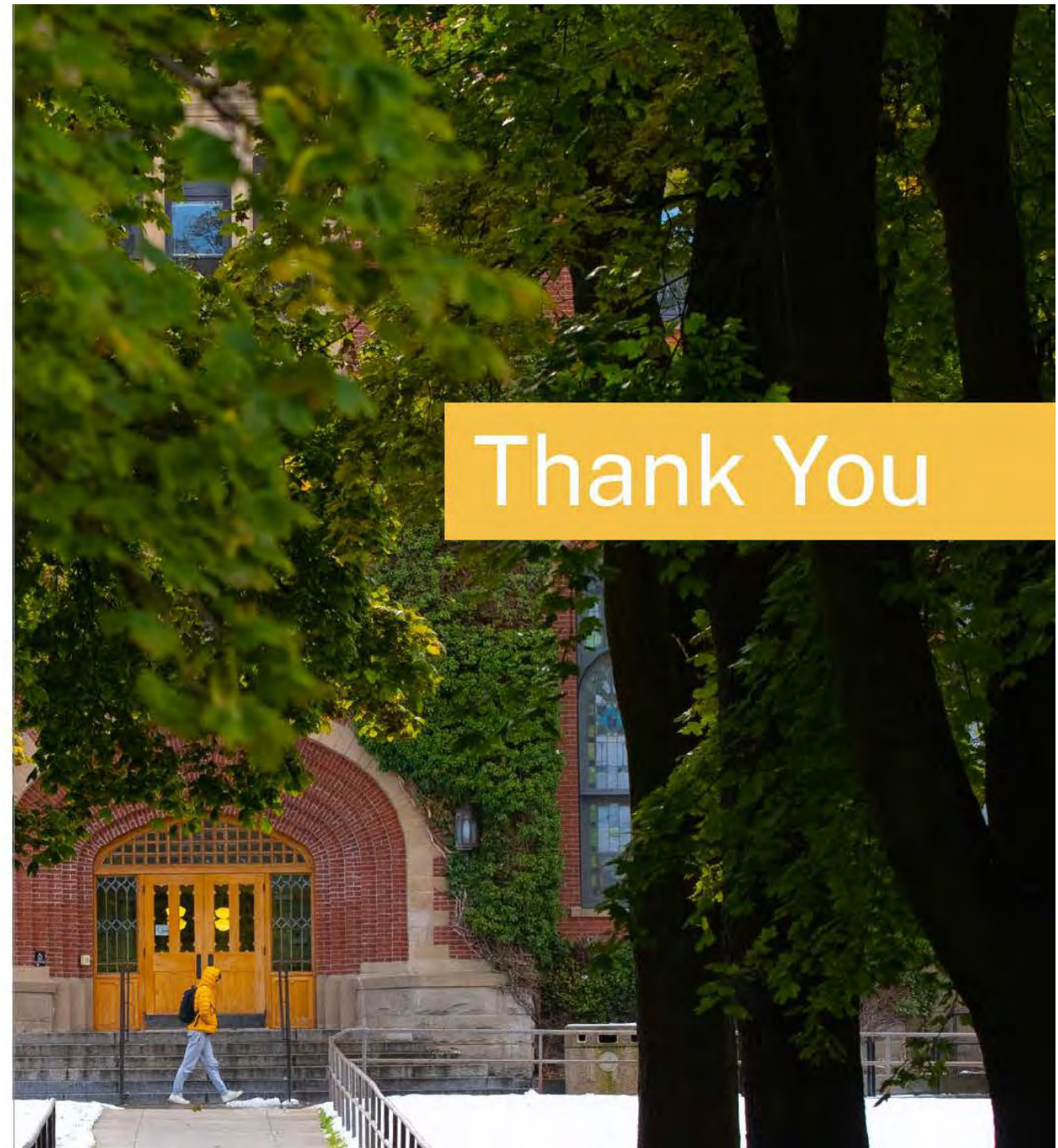4. Degree Map Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
5. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (none)
8. UCC (none)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 17 Sep 2024 01:20:25 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 20 Sep 2024 16:51:15 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 20 Sep 2024 17:12:27 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Fri, 20 Sep 2024 17:36:32 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
5. Wed, 02 Oct 2024 16:23:35 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
6. Wed, 02 Oct 2024 17:31:04 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Tue, 08 Oct 2024 19:08:25 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
8. Tue, 15 Oct 2024 18:44:10 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC
9. Wed, 16 Oct 2024 20:39:50 GMT
   Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

History

1. Oct 5, 2021 by Amy Kingston (amykingston)
2. Sep 8, 2022 by Rebecca Frost (rfrost)
3. Dec 20, 2022 by Rachel Halverson (rhalverson)
4. Mar 17, 2023 by Theodore Unzicker (tunzicker)
5. Mar 29, 2023 by Sydney Beal-Coles (sbeal)
6. Apr 25, 2023 by Sydney Beal-Coles (sbeal)
7. Jun 29, 2023 by Sydney Beal-Coles (sbeal)
8. Apr 8, 2024 by Sydney Beal-Coles (sbeal)

Date Submitted: Tue, 17 Sep 2024 01:20:07 GMT

Viewing: 191 : Global Business Language Studies (BA)
Last approved: Mon, 08 Apr 2024 15:49:31 GMT
Last edit: Thu, 10 Oct 2024 15:11:14 GMT

Changes proposed by: Rachel Halverson

Faculty Contact

Faculty Name	Faculty Email
Rachel Halverson	rhalverson@uidaho.edu

Change Type (Choose all that apply)
Change curriculum requirements
Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Description of Change
Curriculum: Change from from FLEN 307 to either FLEN 307 or IS 323
Change of Name: Change name of major from Modern Language Business to Global Business Language Studies

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

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2025-2026

Program Title
Global Business Language Studies (BA)

Program Credits
120

CIP Code
16.0101 - Foreign Languages and Literatures, General.

Curriculum:

Designed to provide the student of modern languages with a liberal arts education and a core of business courses that will open doors to a career in international business.

Required course work includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3)), the general requirements for the B.A. degree, and:

Code	Title	Hours
ACCT 2010	Introduction to Financial Accounting	3
FL 4010	SGS Capstone Experience	1
FLEN 3070	Institutions of the European Union	3
or IS 3230	Global Economic Governance	
Select one of the following:		3-4
ECON 2201	Principles of Macroeconomics	
ECON 2202	Principles of Microeconomics	
ECON 2720	Foundations of Economic Analysis	
Select three or more courses from the following:		9
ENTR 4140	Entrepreneurship	
FIN 3010	Financial Resources Management	
MGT 3110	Introduction to Management	
MKTG 3210	Marketing	
MIS 3500	Course MIS 3500 Not Found	
OM 3700	Introduction to Operations and Supply Chain Management	
OM 3780	Project Management	
Select 6 credits of Upper-Division Business electives (BUS 1900 also applies to this requirement):		6
Select one modern language; elementary and intermediate:		16
Chinese		
French		
German		
Japanese		

Spanish		
Select 21 credits of approved upper-division courses in the same language (including one business course or approved alternative in the target language		21
Additionally, all students must take Avant's STAMP (STAndards-based Measurement of Proficiency) exit exam before applying for graduation.		
One of the following:		
International Experience (Minimum of 8 weeks) [1]		
FLEN 4010	Topics in Global Studies	
Total Hours		**62-63**

[1]   Studying abroad is highly recommended, and the international experience option may be fulfilled by completing an approved study abroad program or international internship or faculty-led experience or a combination of all. This experience should take place after the student has finished language study through the intermediate (2000) level. The study abroad program or the internship must receive prior approval from the student's major advisor.

Courses to total 120 credits for this degree

Degree Maps:

Fall Term 1		Hours
BUS 1900	Integrated Business and Value Creation	3
ENGL 1101	Writing and Rhetoric I	3
Mathematical Ways of Knowing Course		3
Oral Communication Course		3
CHIN 1010 OR FREN 1101 OR GERM 1101 OR JAPN 1010 OR AIST 1010 OR SPAN 1101		4
	Hours	**16**
Spring Term 1		
ACCT 2010	Introduction to Financial Accounting	3
ENGL 1102	Writing and Rhetoric II	3
Elective Course		2
CHIN 1020 OR FREN 1102 OR GERM 1102 OR JAPN 1020 OR AIST 1020 OR SPAN 1102		4
ECON 2201 OR ECON 2202 OR ECON 2720		3
	Hours	**15**
Fall Term 2		
Humanistic and Artistic Ways of Knowing Course		3
Social and Behavioral Ways of Knowing Course		3
B.A. Course Requirement		3
Elective Course		3
CHIN 2010 OR FREN 2010 OR GERM 2010 OR JAPN 2010 OR SPAN 2010		4
	Hours	**16**
Spring Term 2		
B.A. Course Requirement		3
Elective Course		3
Scientific Ways of Knowing Course		4
CHIN 2020 OR FREN 2020 OR GERM 2020 OR JAPN 2020 OR SPAN 2020		4
	Hours	**14**
Fall Term 3		
UPDV Foreign Language, Major Elective Course		3
UPDV Foreign Language, Major Elective Course		3
International Course		3
B.A. Course Requirement		3
ENTR 4140 OR FIN 3010 OR MGT 3110 OR MIS 3500 OR MKTG 3210 OR OM 3700 OR OM 3780		3
	Hours	**15**
Spring Term 3		
UPDV Foreign Language, Major Elective Course		3
UPDV Foreign Language, Major Elective Course		3
American Diversity Course		3
Elective Course		3
ENTR 4140 OR FIN 3010 OR MGT 3110 OR MIS 3500 OR MKTG 3210 OR OM 3700 OR OM 3780		3
	Hours	**15**
Fall Term 4		

FLEN 3070
    or IS 3230
	Institutions of the European Union
	        or Global Economic Governance
		3

UPDV Foreign Language, Major Elective Course		3
UPDV Foreign Language, Major Elective Course		3
Scientific Ways of Knowing Course		4

Elective Course		3
	Hours	**16**
Spring Term 4		
FL 4010	SGS Capstone Experience	1
UPDV Foreign Language, Major Elective Course		3
UPDV Business, Major Elective Course		3
Elective Course		3
ENTR 4140 OR FIN 3010 OR MGT 3110 OR MIS 3500 OR MKTG 3210 OR OM 3700 OR OM 3780		3
	Hours	**13**
	Total Hours	**120**

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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?

No

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. Communicative Proficiency: Students will demonstrate foreign language proficiency in writing, speaking, listening, and reading.
2. Analytical Ability: Students will evaluate the ways an international experience impacted their problem solving skills, language ability, and social skills.
3. Cultural Understanding: Students will demonstrate an increased understanding of the interconnectedness between language, culture, and its people.
4. Acquisition of knowledge: Students will compare the linguistic, political, artistic, and/or social customs of another culture to their experiences in the United States.
5. Citizenship: Students will analyze the ways in which an international experience impacted them as global citizens.

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.

1. Curriculum Change from FLEN 307 to FLEN 307 or IS 323: This change is being made due to the frequency that FLEN 307 is offered and due to the regional focus of FLEN 307 on the European Union. IS 323 approaches economic issues and systems from a global perspective and is therefore very appropriate as an option.
2. The major name -- Modern Language Business -- was linked to the Department of Modern Languages and Cultures. This unit no longer exists, and Modern Language Business is now housed in the School of Global Studies. The name change to Global Business Language Studies this change in academic home and also more clearly describes the focus of the major.
NOTE: These changes have been discussed with CBE, and they approve of them.

Reviewer Comments

Sydney Beal-Coles (sbeal) (Thu, 03 Oct 2024 17:21:36 GMT): Updated course numbers to four digits

Key: 191

318: POLITICAL SCIENCE (BS)

In Workflow

1. 011 Chair (fjustwan@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 23 Sep 2024 20:22:32 GMT
   Florian Justwan (fjustwan): Approved for 011 Chair
2. Fri, 27 Sep 2024 16:37:04 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 27 Sep 2024 16:57:14 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Fri, 27 Sep 2024 17:06:59 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Fri, 27 Sep 2024 19:24:58 GMT
   Christine Slater (cslater): Approved for Assessment
6. Tue, 01 Oct 2024 18:34:25 GMT
   Nicole Remy (nremy): Approved for DLI
7. Thu, 03 Oct 2024 20:00:32 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 10 Oct 2024 18:50:50 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 14 Oct 2024 16:00:04 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 15 Oct 2024 20:41:46 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 22 Oct 2024 22:30:24 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

History

1. Sep 22, 2021 by Sara Mahuron (sara)
2. Feb 22, 2022 by David Barnes (dabarnes)
3. Sep 12, 2022 by Rebecca Frost (rfrost)
4. Mar 30, 2023 by Sydney Beal-Coles (sbeal)
5. Apr 7, 2023 by Sydney Beal-Coles (sbeal)
6. Jan 8, 2024 by Sydney Beal-Coles (sbeal)
7. Jun 12, 2024 by Sydney Beal-Coles (sbeal)

Date Submitted: Mon, 23 Sep 2024 20:21:04 GMT

Viewing: 318 : Political Science (BS)
Last approved: Wed, 12 Jun 2024 16:14:00 GMT
Last edit: Tue, 15 Oct 2024 20:41:28 GMT
Changes proposed by: Florian Justwan

Faculty Contact

Faculty Name	Faculty Email
Florian Justwan	fjustwan@uidaho.edu

Change Type (Choose all that apply)

Change existing program (major) from face to face to on-line delivery (including program components if applicable)

Description of Change

Effective 2025-2026, the existing B.S. in Political Science will become available 100% through distance education. In other words, students will be able to complete the curriculum online.

Will this request have a fiscal impact of $250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Politics & Philosophy

Effective Catalog Year

2025-2026

Program Title

Political Science (BS)

Program Credits

120

CIP Code

45.1001 - Political Science and Government, General.

Curriculum:

The B.S. degree requires increased course work in behavioral research methods. Political science majors must have a minimum of 39 credits in political science courses with at least 21 of those credits coming in upper-division courses. Coursework also includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3)), the general requirements for the B.S. degree, and:

Code	Title	Hours
Political Science Core Requirements		
POLS 1101	American National Government	3
POLS 2350	Political Research Methods and Approaches	3
POLS 4900	Senior Experience (Requires Senior standing or 24 credit hours in political science.)	3
Select three introductory courses:		9
POLS 2050	Introduction to Comparative Politics	
POLS 2080	Introduction to Political Philosophy	
POLS 2090	Introduction to American Politics and Policy	
POLS 2370	Introduction to International Politics	
Additional Political Science Upper Division Requirements		
Select 18 credits from the following areas: [1]		18
American Political Institutions and Behavior		
POLS 3310	American Political Parties and Elections	
POLS 3320	American Congress	
POLS 3330	American Political Culture	
POLS 4370	American Presidency	
POLS 4710	Federalism in Practice	
POLS 4740	Public Opinion and Political Behavior	
Public Administration and Public Policy		

POLS 3380	American Foreign Policy
POLS 3640	Politics of the Environment
POLS 4390	Public Policy
POLS 4510	Public Administration
POLS 4620	Natural Resource Policy

International and Comparative Politics

POLS 3810	European Politics
POLS 4100	Game Theory
POLS 4200	Introduction to Asian Politics
POLS 4230	Politics, Policy and Gender
POLS 4400	International Organizations and International Law
POLS 4490	World Politics and War
POLS 4800	Politics of Development
POLS 4870	Political Violence and Revolution

Public Law

| POLS 4670 | Constitutional Law |
| POLS 4680 | Constitutional Law: Civil Liberties and Civil Rights |

Political Philosophy

| PHIL 4270 | Contemporary Political Philosophy |

Courses in upper-division related fields

| Select 20 credits depending on student interest and in consultation with advisor [1] | 20 |

Additional research methods course

| Select one additional research methods course in consultation with advisor [2] | 3 |

Total Hours **59**

Courses to total 120 credits for this degree

[1]   Thesis and internship credits cannot be used to satisfy this requirement.
[2]   One additional research methods, math, or science course chosen in consultation with your advisor.

Degree Maps:

Fall Term 1		Hours
POLS 1101	American National Government	3
ENGL 1101	Writing and Rhetoric I	3
Oral Communication Course		3
Mathematical Ways of Knowing Course		3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	15
Spring Term 1		
ENGL 1102	Writing and Rhetoric II	3
Scientific Ways of Knowing Course		4
Elective Course		2
POLS 2050 OR POLS 2080 OR POLS 2090 OR POLS 2370		3
POLS 2050 OR POLS 2080 OR POLS 2090 OR POLS 2370		3
	Hours	15
Fall Term 2		
POLS 2350	Political Research Methods and Approaches	3
Scientific Ways of Knowing Course		4
UPDV Related Field, Major Elective Course		3
B.S. Course Requirement		3
POLS 2050 OR POLS 2080 OR POLS 2090 OR POLS 2370		3
	Hours	16
Spring Term 2		
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
UPDV Related Field, Major Elective Course		3
UPDV Political Science, Major Elective Course		3
Elective Course		3
	Hours	15
Fall Term 3		
UPDV Political Science, Major Elective Course		3
UPDV Political Science, Major Elective Course		3
UPDV Related Field, Major Elective Course		3

Research Methods, Major Elective Course		3
Social and Behavioral Ways of Knowing Course		3
	Hours	**15**
Spring Term 3		
UPDV Political Science, Major Elective Course		3
UPDV Related Field, Major Elective Course		3
UPDV Related Field, Major Elective Course		3
B.S. Course Requirement		3
Elective Course		3
	Hours	**15**
Fall Term 4		
UPDV Political Science, Major Elective Course		3
UPDV Related Field, Major Elective Course		3
B.S. Course Requirement		3
Elective Course		3
Elective Course		3
	Hours	**15**
Spring Term 4		
POLS 4900	Senior Experience	3
UPDV Political Science, Major Elective Course		3
UPDV Related Field, Major Elective Course		3
B.S. Course Requirement		3
Elective Course		2
	Hours	**14**
	Total Hours	**120**

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/ certificate completion status.

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

Geographical Area Availability

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

Student Learning Outcomes

Have learning outcomes changed?
No

Learning Objectives
1. Students exhibit knowledge of diverse positions in comparative politics, political behavior, political philosophy, public policy, and international politics.
2. Students can critically assess texts and arguments about political topics.
3.Students can design and execute a research project using the appropriate method for investigating their thesis.

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 Political Science program has worked to shift its classes online. Starting in 2025, we plan to offer our curriculum online in addition to the existing face-to-face format.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Thu, 03 Oct 2024 20:00:24 GMT): SBOE proposal form not required for these changes; changes will be managed via the letter of notification process coordinated by VPAI

Rebecca Frost (rfrost) (Thu, 10 Oct 2024 18:50:47 GMT): Updated 4-year plan to 4-digit numbers.

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:47:44 GMT): Updated curriculum to four-digit course numbers

Key: 318

555: POLITICAL ANALYSIS AND METHODOLOGY UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 011 Chair (fjustwan@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 28 Mar 2024 21:37:15 GMT
   Bert Baumgaertner (bbaum): Approved for 011 Chair
2. Fri, 06 Sep 2024 16:24:34 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 06 Sep 2024 20:00:50 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:06 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Fri, 11 Oct 2024 21:32:24 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost's Office
6. Tue, 15 Oct 2024 18:27:13 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 15 Oct 2024 19:12:29 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
8. Tue, 15 Oct 2024 20:40:36 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
9. Tue, 22 Oct 2024 22:30:10 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 25 Mar 2024 22:55:45 GMT

Viewing: 555 : Political Analysis and Methodology Undergraduate Academic Certificate

Last edit: Tue, 22 Oct 2024 21:52:54 GMT

Changes proposed by: Florian Justwan

Faculty Contact

Faculty Name	Faculty Email
Florian Justwan	fjustwan@uidaho.edu

Will this request have a fiscal impact of $250K or greater?

No

Academic Level

Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Politics & Philosophy

Effective Catalog Year
2025-2026

Program Title
Political Analysis and Methodology Undergraduate 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
12

CIP Code
45.1001 - Political Science and Government, General.

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
No financial impact. All classes are already offered by existing faculty in the unit.

Curriculum:

The Political Analysis and Methodology Certificate is designed for those who want to deepen their ability to dissect and synthesize academic scholarship on diverse political issues. The program also focuses on providing training in research plan development and quantitative analysis. By the end of the certificate, students will be adept at designing and conducting political research and skilled in performing quantitative methodological analyses in a broad range of issue areas.

Required Coursework

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

Code	Title	Hours
POLS 2350	Political Research Methods and Approaches	3
POLS 3360	Political Research Methods and Approaches II	3
Six Credits from the following:		6
POLS 3850	Political Psychology	

POLS 4370	American Presidency
POLS 4740	Public Opinion and Political Behavior
POLS 4860	Authoritarian Regimes
POLS 4900	Senior Experience
Total Hours	**12**

Courses to total 12 credits for 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

Geographical Area Availability

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

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.
1. Students will be trained in drafting syntheses of scientific scholarship on various political topics.
2. Students will acquire skills in research plan development and be trained in performing qualitative / quantitative data analysis related to political topics.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
The Political Science Curriculum Committee will evaluate the program once per year, by discussing the structure and results of a signature assignment (an assignment with more than one program learning outcome). The Committee will recommend changes to instructors.

How will you ensure that the assessment findings will be used to improve the program?
The Political Science Curriculum Committee will meet each year to assess the Political Data Analysis and Methodology Certificate program, recommend changes to
instructors, and discuss implementation prior recommendations.

What direct and indirect measures will be used to assess student learning?
Direct measure: Signature assignment (a full "Political Science Research Paper" that contains a Literature Review, Theory&Hypothesis, Research Design, and Qualitative/Quantitative Data Analysis).

When will assessment activities occur and at what frequency?
Once per year, via a meeting of the Political Science Curriculum Committee

Student Learning Outcomes

Learning Objectives
1. Students will be trained in drafting syntheses of scientific scholarship on various political topics
2. Students will acquire skills in research plan development and be trained in performing qualitative / quantitative data analysis related to political topics.

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.
This certificate serves two major purposes:

1. It will generate a self-contained cluster of classes that will help to structure the undergraduate curriculum for the POLS B.A. and B.S. All classes listed in the Political Data Analysis and Methodology Certificate contribute to both of the certificate's learning outcomes. Thus, Political Science majors who complete the certificate will have acquired a substantive specialization in political methodology and political data analysis.
2. The certificate will also offer non-majors the opportunity to get training in data analysis and methodology focusing on political topics. It is anticipated that the Political Data Analysis and Methodology Certificate will be attractive to students pursuing degrees in a range of social science disciplines, as well as to professionals not enrolled in any degree programs.

Finally, the department is working towards offering more political science courses online, with the aspiration of making this certificate (and the POLS major at large) completable entirely online by 2026.

Program Description:
The "Political Data Analysis and Methodology Certificate" is housed in the Department of Politics and Philosophy. It is designed for those who want to deepen their ability to dissect and synthesize academic scholarship on diverse political issues. The program also focuses on providing training in research plan development and quantitative data analysis. By the end of the certificate, students will be adept at designing and conducting political research, and skilled in performing quantitative methodological analyses in a broad range of issue areas.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Thu, 10 Oct 2024 18:05:23 GMT): updated to indicate this program can also be completed online, in addition to F2F in Moscow - as per email from FJustwan on 10/1/2024

Sydney Beal-Coles (sbeal) (Tue, 15 Oct 2024 19:11:37 GMT): Updated curriculum with four-digit course numbers

Sydney Beal-Coles (sbeal) (Tue, 15 Oct 2024 19:18:26 GMT): Added program description to curriculum to be visible in the catalog

Sydney Beal-Coles (sbeal) (Tue, 22 Oct 2024 21:38:15 GMT): Title changed per UCC 10/21/24 meeting

Key: 555

556: PUBLIC POLICY ANALYSIS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 011 Chair (fjustwan@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 28 Mar 2024 21:37:52 GMT
   Bert Baumgaertner (bbaum): Approved for 011 Chair
2. Fri, 06 Sep 2024 16:30:11 GMT
   Charles Tibbals (ctibbals): Rollback to 011 Chair for CLASS Review
3. Fri, 06 Sep 2024 17:56:43 GMT
   Florian Justwan (fjustwan): Approved for 011 Chair
4. Fri, 13 Sep 2024 16:02:14 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
5. Fri, 13 Sep 2024 17:04:32 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
6. Thu, 19 Sep 2024 05:40:26 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
7. Fri, 11 Oct 2024 21:30:55 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost's Office
8. Tue, 15 Oct 2024 18:28:14 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 15 Oct 2024 19:16:47 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 15 Oct 2024 20:40:57 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 22 Oct 2024 22:30:13 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 25 Mar 2024 22:56:05 GMT

Viewing: 556 : Public Policy Analysis Undergraduate Academic Certificate

Last edit: Tue, 15 Oct 2024 19:16:38 GMT

Changes proposed by: Florian Justwan

Faculty Contact

Faculty Name	Faculty Email
Florian Justwan	fjustwan@uidaho.edu

Will this request have a fiscal impact of $250K or greater?

No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Politics & Philosophy

Effective Catalog Year
2025-2026

Program Title
Public Policy Analysis Undergraduate 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
12

CIP Code
45.1001 - Political Science and Government, General.

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
No financial impact. Existing faculty in the unit will cover all added courses.

Curriculum:

The Public Policy Analysis Certificate is designed for those who want to enhance their skills in evaluating both domestic and international policies. Students will gain expertise in identifying policy problems, establishing relevant assessment criteria, and developing effective policy recommendations. By the end of the certificate, students will be trained in drafting professional policy briefs. This certificate is ideal for aspiring policymakers, analysts, and professionals seeking to make a meaningful impact in their communities.

Required Coursework

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

Code	Title	Hours
POLS 2090	Introduction to American Politics and Policy	3
POLS 4420	Policy in Practice	3
Six credits from the following:		6
IS 4850	Martin Scholars	
IS 4950	International Studies Senior Seminar	
POLS/FLEN 3070	Institutions of the European Union	
POLS 3380	American Foreign Policy	
POLS/IS 4400	International Organizations and International Law	
POLS 4810	China's National Security: Challenges and Statecraft	
Total Hours		**12**

Courses to total 12 credits for 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

Geographical Area Availability

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

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.
1. Students will acquire skills in policy analysis
2. Students will be trained in drafting professional policy briefs

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
The Political Science Curriculum Committee will evaluate the program once per year, by discussing the structure and results of a signature assignment (an assignment with more than one program learning outcome). The Committee will recommend changes to instructors.

How will you ensure that the assessment findings will be used to improve the program?
The Political Science Curriculum Committee will meet each year to assess the Public Policy Analysis Certificate program, recommend changes to
instructors, and discuss implementation of prior recommendations.

What direct and indirect measures will be used to assess student learning?
Direct measure: Signature assignment (a full "Policy Paper" that contains a Problem statement, possible solutions, metrics, how solutions perform across metrics, recommendation).

When will assessment activities occur and at what frequency?
Once per year, via a meeting of the Political Science Curriculum Committee

Student Learning Outcomes

Learning Objectives
1. Students will acquire skills in policy analysis: policy problem definition and framing; development of assessment criteria; policy evaluation; and policy recommendations.
2. Students will be trained in drafting professional policy briefs.

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.

This certificate serves two major purposes:

1. It will generate a self-contained cluster of classes that will help to structure the undergraduate curriculum for the POLS B.A. and B.S. Political Science majors who complete this certificate will have acquired a substantive specialization in policy analysis and the drafting of policy briefs.
2. The certificate will also offer non-majors the opportunity to get training in policy analysis. It is anticipated that the Public Policy Analysis Certificate will be attractive to students pursuing degrees in a range of social science disciplines, as well as to professionals not enrolled in any degree programs.

In addition, the department is working towards offering more political science courses online, with the aspiration of making this certificate (and the POLS major at large) completable entirely online by 2026.

Program Description: The "Public Policy Analysis Certificate" is housed in the Department of Politics and Philosophy. It is designed for those who want to enhance their skills in evaluating both domestic and international policies. Students will gain expertise in identifying policy problems, establishing relevant assessment criteria, and developing effective policy recommendations. By the end of the certificate, students will be trained in drafting professional policy briefs. This certificate is ideal for aspiring policymakers, analysts, and professionals seeking to make a meaningful impact in their communities.

Reviewer Comments

Charles Tibbals (ctibbals) (Fri, 06 Sep 2024 16:30:11 GMT): Rollback: Committee would like to see the first learning outcome expanded or made more specific.

Sande Schlueter (sandeschlueter) (Thu, 10 Oct 2024 18:16:48 GMT): updated to indicate this program can also be completed online, in addition to F2F in Moscow - as per email from FJustwan on 10/1/2024

Sydney Beal-Coles (sbeal) (Tue, 15 Oct 2024 19:16:38 GMT): Updated curriculum with four-digit course numbers and added program description to curriculum to be visible in the catalog

Key: 556

561: CHEMICAL ENGINEERING OF SEMICONDUCTORS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 469 Chair (devs@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 29 Aug 2024 15:07:35 GMT
   Dev Shrestha (devs): Approved for 469 Chair
2. Tue, 17 Sep 2024 16:46:49 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Tue, 17 Sep 2024 16:49:05 GMT
   Suzanna Long (long): Approved for 08 Dean
4. Wed, 18 Sep 2024 19:46:58 GMT
   Christine Slater (cslater): Rollback to Initiator
5. Wed, 18 Sep 2024 21:49:12 GMT
   Dev Shrestha (devs): Approved for 469 Chair
6. Wed, 18 Sep 2024 22:57:06 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Wed, 18 Sep 2024 23:45:16 GMT
   Suzanna Long (long): Approved for 08 Dean
8. Thu, 19 Sep 2024 21:12:07 GMT
   Christine Slater (cslater): Approved for Assessment
9. Thu, 19 Sep 2024 22:18:27 GMT
   Nicole Remy (nremy): Approved for DLI
10. Wed, 09 Oct 2024 22:59:54 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
11. Thu, 10 Oct 2024 18:54:34 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Mon, 14 Oct 2024 15:59:37 GMT
    Sydney Beal-Coles (sbeal): Approved for Registrar's Office
13. Tue, 15 Oct 2024 20:44:28 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
14. Tue, 22 Oct 2024 19:30:57 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 18 Sep 2024 21:42:52 GMT

Viewing: 561 : Chemical Engineering of Semiconductors Undergraduate Academic Certificate

Last edit: Tue, 22 Oct 2024 19:30:52 GMT

Changes proposed by: David Aston

Faculty Contact

Faculty Name	Faculty Email
Eric Aston	aston@uidaho.edu

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

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Chemical & Biological Engineering

Effective Catalog Year
2025-2026

Program Title
Chemical Engineering of Semiconductors Undergraduate 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
12

CIP Code
14.0701 - Chemical 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
All of the course options listed to complete the certificate are being taught regularly across various degree programs, so there is no financial impact.

Curriculum:

The Chemical Engineering of Semiconductors Certificate aims to provide students with foundational training of the principles and practices relevant to microelectronics and closely-related semiconductor industries and applications areas with focus on surface

science, materials physics, metrology, and instrumentation. The program will enhance students' knowledge and skills for industry and for advanced studies in the field, particularly for interdisciplinary STEM majors in biology, chemistry, computer science, physics, and biological, chemical, civil, electrical, mechanical, and related engineering.

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

Code	Title	Hours
CHE 4150	Integrated Circuit Fabrication	3
CHE 4550	Surfaces and Colloids	3
Select 6 credits from the following:		6
BE 3410	Electronics in Biological Engineering	
BE 4110	Energy and Environmental Auditing	
CE 4310	Design of Water and Wastewater Systems I	
CHEM 3060	Physical Chemistry II	
ENGR 2120	Python Programming Essentials	
MATH 4280	Numerical Methods	
PHYS 4640	Solid State Physics	
STAT 4190	Introduction to SAS/R Programming [1]	
STAT 4260	SAS Programming [1]	
STAT 4270	R Programming [1]	
Total Hours		**12**

[1]   Only one of the STAT courses (STAT 4190, STAT 4260, and STAT 4270) can be counted toward the certificate.

Courses to total 12 credits for the 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?
No

Geographical Area Availability

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

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.
The following Student Outcomes will be applied specifically to assess this certificate:

(1) an ability to identify, formulate, and solve complex chemical engineering related problems by applying principles of engineering, science, and mathematics.

(2) an ability to communicate effectively with a range of audiences.

(3) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

(4) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

By meeting these student outcomes, those who complete this certificate will have a fundamental knowledge in interdisciplinary engineering aspects relevant for contributing to the semiconductor industry.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Assessment activities include: 1) an evaluation of course outcome data (exams, grades, etc.) as a part of our University accreditation progress; 2) exit surveys of Certificate awardees at the time of graduation; 3) Certificate awardee post-graduation tracking.

How will you ensure that the assessment findings will be used to improve the program?

Continuous improvement is critical to the chemical engineering degree program and those processes will be used to improve this certificate. Student Outcomes (as measured by specific course outcomes and exit surveys) will be reviewed annually--as they are for all programs now, generally following an ABET framework--and shared with the certificate-focused course instructors. Corrective actions will be suggested when Student Outcomes are not achieved. We will close the loop by comparing the following years outcomes to prior scores to determine if the deficiencies have been addressed. Also, to improve the program, required certificate course offerings will be reviewed annually to determine if a course should be removed or a new course should be included.

What direct and indirect measures will be used to assess student learning?

Key exam problems, assignments, and/or class projects for required courses (not selected electives) will be reviewed on a regular, rotating basis.

Indirect measures will include a certificate-completion survey for students, providing a self-assessment of progress toward the certificate learning outcomes as well as post-graduate destination in a semiconductor-related field (e.g., industry, graduate school, etc.) and the standard UI post-graduation survey data.

When will assessment activities occur and at what frequency?

Every course when delivered, followed by annual course-instructor team reviews, in concert/synergy with the regular review cycles in our Dept.

Student Learning Outcomes

Learning Objectives

1. Demonstrate knowledge of key terminologies, topics, and process principles particular to the needs of semiconductor-related industries.
2. Utilize core knowledge from disciplines such as Chemical Engineering, Chemistry, and Physics to solve industry-specific problems in semiconductor manufacturing and related fields of process engineering.
3. Solve complex, interdisciplinary engineering challenges at the intersections of product, process and systems engineering.

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.

This certificate is designed to provide students with specialized knowledge and skills relevant to the semiconductor and related chemical engineering industries. This certificate is intended to prepare students more specifically toward engineering systems and manufacturing process needs established by our industry partners (where are alumni are working) that our standard BS curricula do not inherently provide deeply enough. The ChBE department currently offers key courses required for the new certificate, as well as supporting course selections that require no additional workload.

Program Description:
The Chemical Engineering of Semiconductors Academic Certificate aims to provide students with foundational training of the principles and practices relevant to microelectronics and closely-related semiconductor industries and applications areas with focus on surface science, materials physics, metrology, and instrumentation. The program will enhance students' knowledge and skills for industry and for advanced studies in the field, particularly for interdisciplinary STEM majors in biology, chemistry, computer science, physics, and biological, chemical, civil, electrical, mechanical and related engineering. The required coursework must be completed with a grade of 'C' or better.

Reviewer Comments

Christine Slater (cslater) (Wed, 18 Sep 2024 19:46:58 GMT): Rollback: These student learning could be further refined for clarity, specificity, and measurability. Here are some suggestions. Make sure the suggestions don't change your intent. They are meant to be helpful, not to change your curriculum. 1. Original: Learn the foundational terminologies, topics, and process principles particular to the needs of semiconductor-related industries. Suggest: Demonstrate knowledge of key terminologies, foundational topics, and process principles essential for semiconductor-related industries. • Rationale: "Learn" is vague and doesn't specify what depth of knowledge is expected. By changing to "Demonstrate knowledge," it sets the expectation that students will not only learn but show understanding, which is measurable. 2. Original: Apply fundamental training in student's core degrees (e.g., ChE, Chem., Phys., etc.) to problem-solving categories focused on the semiconductor industry and similar aspects overlapping across diverse arenas of process engineering and manufacturing. Suggest: Utilize core knowledge from disciplines such as Chemical Engineering, Chemistry, and Physics to solve industry-specific problems in semiconductor manufacturing and related fields of process engineering. • Rationale: The phrase "fundamental training" was replaced with "core knowledge" for clarity. The rewording emphasizes the application of knowledge and focuses on specific industries, which makes the outcome clearer and more action-oriented. 3. Original: Practice integrated performance of interdisciplinary problem-solving at the engineering intersections of product, process, and systems

engineering. Suggest: Collaboratively solve complex interdisciplinary engineering challenges, integrating principles from product, process, and systems engineering. • Rationale: Simplified the wording and emphasized "collaboratively solve" to highlight teamwork, a key component of interdisciplinary work. This also makes the outcome more measurable and specific to real-world problem-solving. Overall Suggestions: • Clarity: Make sure each SLO is clearly worded to reduce ambiguity. Replace vague verbs (e.g., "learn," "practice") with more specific, action-oriented verbs (e.g., "demonstrate," "apply," "solve"). • Measurability: Each SLO should imply an outcome that can be assessed. Verbs like "demonstrate," "utilize," and "solve" suggest that students can be evaluated through specific tasks. • Focus: Refine the focus so that each outcome reflects an attainable, distinct goal related to student skills and knowledge.

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 17:03:55 GMT): Updated curriculum to standard catalog formatting

Key: 561

217: ENGLISH AS A SECOND LANGUAGE TEACHING MINOR

In Workflow

1. 459 Chair (ahollingshead@uidaho.edu)
2. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (none)
8. UCC (none)
9. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
11. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
12. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 12 Sep 2024 16:20:52 GMT
   Aleksandra Hollingshead (ahollingshead): Approved for 459 Chair
2. Mon, 23 Sep 2024 22:10:42 GMT
   David Paul (dpaul): Rollback to 459 Chair for 15 Curriculum Committee Chair
3. Tue, 24 Sep 2024 16:53:20 GMT
   Aleksandra Hollingshead (ahollingshead): Approved for 459 Chair
4. Tue, 24 Sep 2024 16:59:34 GMT
   David Paul (dpaul): Approved for 15 Curriculum Committee Chair
5. Tue, 24 Sep 2024 22:28:05 GMT
   Brooke Blevins (bblevins): Approved for 15 Dean
6. Wed, 09 Oct 2024 22:22:40 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost's Office
7. Thu, 10 Oct 2024 18:47:30 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Mon, 14 Oct 2024 15:58:52 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
9. Tue, 15 Oct 2024 20:15:22 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Tue, 22 Oct 2024 19:45:12 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

History

1. Nov 30, 2022 by Sara Mahuron (sara)
2. Apr 5, 2023 by Sydney Beal-Coles (sbeal)
3. Apr 5, 2023 by Sydney Beal-Coles (sbeal)
4. Jan 12, 2024 by Sydney Beal-Coles (sbeal)

Date Submitted: Thu, 09 May 2024 14:03:16 GMT

Viewing: 217 : English as a Second Language Teaching Minor

Last approved: Fri, 12 Jan 2024 16:30:54 GMT

Last edit: Mon, 14 Oct 2024 16:30:15 GMT

Changes proposed by: Taylor Raney

Faculty Contact

Faculty Name	Faculty Email
Taylor Raney	tcraney@uidaho.edu

Change Type (Choose all that apply)

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Description of Change
Changing from "New" to "Second" in the English as a New Language teaching minor

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

Academic Level
Undergraduate

College
Education, Health & Human Sci

Department/Unit:
Curriculum & Instruction

Effective Catalog Year
2025-2026

Program Title
English as a Second Language Teaching Minor

Program Credits
21

CIP Code
13.1401 - Teaching English as a Second or Foreign Language/ESL Language Instructor.

Curriculum:

A teaching major in English as a second language is not offered.

21-Credit English as a Second Language Teaching Minor

Code	Title	Hours
EDCI 3020	Teaching Culturally Diverse Learners	3
EDCI 448	Introduction to ENL	3
or EDCI 548	Introduction to ENL	
EDCI 4490/5490	Second Language Teaching Methods	3
EDCI 4660	Literacy Assessment and Intervention	3
Select one English language/linguistics course [1]		3
Practicum or field experience in ENL [2]		1
Select 4 credits of modern language other than English from the following subjects:		4
Chinese		
French		
German		
Japanese		
Nez Perce		
Spanish		
Total Hours		**20**

[1]   e.g. ENGL 2410 Introduction to the Study of Language, ANTH 2410 Introduction to the Study of Language.
[2]   e.g. EDCI 4020 Practicum, EDCI 5970 Practicum

Courses to total 21 credits

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?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?
Yes

Learning Objectives
Students will be able to
LO1. analyze language at various linguistic levels such as sounds, morphemes, words, and sentence structures.

LO2. apply findings from linguistics to discuss societal issues as they relate to language learning, teaching, and use.

LO3. write essays, by using appropriate academic conventions in English, that show evidence of engagement with linguistic scholarship, theory, and practice.

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 state changed the title of this teaching endorsement, so we need to make this change to reflect the requirements of that accreditor.

Reviewer Comments
David Paul (dpaul) (Mon, 23 Sep 2024 22:10:43 GMT): Rollback: Approved but title needs to say "Second Language"
Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:30:15 GMT): Updated curriculum to four-digit course numbers

Key: 217

The Intercollege Program Ad Hoc Committee speaks to a growing demand for intercollege curriculum and university-wide programs. It will explore possibilities for intercollege curricular programs that involve multiple colleges including, but not limited to:

      1) housing these programs in one of the colleges with which they are affiliated, or

      2) forming an over-arching Intercollege Curriculum Committee (ICC) to oversee a set of program-specific university-wide program committees.

The Task Force will clarify the differing lines of accountability for program directors (to their college or to the ICC) and the role of the ICC as district from the roles of the program specific committees. It will also consider templates and sample documents to support program-specific committees/directors in developing their own recruiting, promotional, and advising, materials and approaches.

As such, the Intercollege Program Task Force is charged with determining the best "home" for intercollege programs while considering such needs as

      a) administrative support,

      b) recruitment support,

      c) advising support,

      d) curricular support,

      e) challenges programs have faced when they don't have a "home", and

      f) costs

      g) Recommending compensation for intercollege program directors, considering the range of workload (number of faculty involved/managed, number of students) that will exist

      h) Considering other programs that may best be partnered with intercollege programs (i.e., CETL, Undergraduate Research, Honors)

      i) Considering impacts to the budget model, especially in terms of enrollment, instructor hours, conferrals, etc.

      j) Considering revisions to FSH 1640.93 (currently Sustainability Certificate Committee) and 4120 accordingly.