

2024 – 2025 Faculty Senate – Approved 1/21/25, FS Mtg #19

Meeting # 18

Tuesday, January 14, 2025, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roe, Sammarruca (w/o vote), Shook, Sowisdral, Strickland, Thorne, Tohaneanu

Absent: Aus, Maas (excused), Roberson

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

Approval of Minutes (vote):

The minutes of the 2024-25 Meeting #17, December 10, 2024, were approved as distributed.

Chair's Report

- **Class schedule.** Last semester UCC passed a resolution to preserve the old class schedule because the new class schedule tool didn't do everything needed by advisors and faculty. This was later brought to the Senate, who supported a similar resolution, and then referred to the University Advising Committee for consideration. They put together a detailed list of all the features the old tool does that the new one does not. We are now working with Registrar Lindsay Brown to make changes to the new tool, if possible. We have a meeting on the 27th with the Ellucian platform representatives. Anyone who is interested and available is welcome to attend.
- **Accommodations exhaustion.** We referred it to the Teaching Committee who had a lot of conversations about it, but there's very little that can be done given the requirements of ADA. Doug from CDAR is willing to come to the Senate to talk about this more. [A call from Kristin to gauge senators' interest received no feedback. Senators were invited to check with their constituents and get back to Kristin if appropriate.]
- **APM vs. FSH.** Diane Whitney will continue to share APM items with FSL as they come out, so FSL can help determine whether an appropriate committee should look at them before they are implemented. If anyone is interested in being involved, they can email Kristin.
- **School district calendar vs. UI calendar.** This issue was raised back in September. Different levels of school have competing interests. The high school, for example, would like to start much earlier and have finals before Christmas break, but starting earlier in August is difficult because the high school doesn't have air conditioning. The concerns we shared were definitely heard. It's an ongoing conversation. We're meeting again in 2 weeks.
- **Website shifts.** We have been getting many emails with questions about that. We are hoping to have people come and answer questions at next week's Senate meeting. Please keep collecting questions from your constituents.
- **DEI closing.** The Women's Center farewell event was heartbreaking. We are deeply grateful for their work and dedication. Hundreds of students attended the OMA event this week. Let us recognize and thank the staff of these offices for all they have done. The closing of these offices is a huge loss.
- **Who we are:** David Pimentel from the College of Law gave a detailed presentation on his upbringing, education, and vast professional experience. After finishing law school at Harvard, he practiced law in Seattle for a couple of years and then went to work for the Federal courts. He clerked for a federal judge in Honolulu and then worked at the 9th Circuit headquarters for 9 Western States, giving legal advice to judges on ethics. He spent a year in

Washington DC as a Supreme Court Fellow and then worked at the 5th Circuit headquarters in New Orleans.

David's international experience includes (to mention just a few examples): time abroad to consult on court reform and post-conflict Bosnia, leading a project to restructure the courts in Bosnia; time in Romania heading a project to reform courts in post-communist Romania; working with the United Nations War Crimes Tribunal.

David served as associate Dean of Faculty at the Law School for 3 years, and he is happy to be back in the classroom.

Francesca asked senators to let her know how they distribute the senate talking points within their colleges.

Provost's Report

- First Faculty Gathering of the semester – January 23, 4:30 – 6:30, IRIC Atrium, hosted by the Provost's Office. Please RSVP: <https://forms.office.com/r/9PR6GkFMGz>
- **Spring enrollment.** It is up by 2.8% as compared to this time last spring. We'll have final enrollment numbers after that 10th day.
- **Capital Campaign.** They set a record for 2024, raising 36 million dollars in the last half of the year, which is 69% of our 52 million dollars goal for the year. As we approach the end of this 500-million-dollar campaign, we're about to cross 480 million dollars and hope to wrap up the campaign sometime in 2025. Those monies are invested in many different things, such as student scholarships, faculty support and college programs. People have been working on that campaign for many years, and this is great news.
- **Idaho State Legislature.** The Governor's state of the state address laid out some priorities. K-12 education was a major focus of the speech. We watch for main topics such as: our budgets and Gen. Ed. funding for the U of I; DEI; the University of Phoenix; medical training and healthcare programs in the state. It is important to keep in mind that things change quickly in the legislature. Often bills are introduced, or something is brought up in a committee, but in the end they don't pass. One should pay attention to what has passed and what is under discussion.

There were no questions.

Committee Reports

- University Curriculum Committee (Vote)
 - UCC 569: International Studies BS
No one was at the meeting to present the proposal. Kristin, Francesca, Steve, and Barb said a few words about the proposed changes, summarized below.
The International Studies degree is one of three in CLASS lacking the BS option. Students prefer the BS. The only difference with the BA is the requirement of Stat 351. There is no additional workload.
Vote: 19/20 yes; 1/20 no. Motion passes.
 - UCC 239: Geology BS – Eric Mittelstaedt and Alistair Smith
This proposal for the Mining Geologist Option is part of a wider effort to offer an expanded range of mining related curricula to meet the demands of industry in the state and broader region. We are providing this option to best prepare our students for jobs in the mining industry.
Discussion:
There was a question seeking clarification. No other questions.
Vote: 20/20 yes. Motion passes.
 - UCC 577: Material Behavior and Performance Undergraduate Academic Certificate – Eric Wolbrecht

This is the 5th of 6 planned certificates, and was identified to highlight material science, a program that closed 2019-20. It will help us carve out expertise and identify potential employers for our students. This is one of the main focuses of the certificate. We think it will serve industry both north and south, where material studies are very important. Our certificates overline our expertise and curriculum and, with some changes to our main program, students could earn 2 certificates at most in the existing Bachelor of Science. Probably they will earn one. They don't have to opt into one of those if they don't want to.

No questions.

Vote: 19/20 yes; 1/20 no. Motion passes.

- UCC 583: Rangeland Management Undergraduate Academic Certificate – Charles Goebel

Certificate will help prepare students not majoring in the University of Idaho's B.S. in Rangeland Ecology and Management for positions that require professional knowledge and competence in rangeland management. The certificate will focus on coursework

in range management, including courses in such areas as basic principles of range management, range plants, range ecology, range inventories and studies, range improvements, and rangeland planning. It will be beneficial to non-degree seeking students in professional positions that are looking for additional educational opportunities to advance in their careers (e.g., current federal employees looking to meet the federal GS-454 Rangeland Management (O454) qualification standards).

Discussion:

There was a request to clarify the meaning of "rangeland," which means open grassland (not forest) that can be used for a variety of purposes. No other questions.

Vote: 20/20 yes. Motion passes.

- UCC 88: Education EdD – Ann Brown

At present, the EHHS Ed.D. does not differ from the Ph.D. in Education. Evolution and changes within the world of the education doctorate prompted us to update this program. We changed the degree title to move away from just focusing on education leadership or education only and focus more broadly to encompass other industries and other practitioners. So, the title is EdD in learning, leadership and innovation. Another major change is a reduction in credit hours from a minimum of 78 down to 54. However, the EdD would no longer allow for master's credits to be transferred in, so it would be still 54 credit hours at the University of Idaho, which would still be like the requirements for the PhD. This is a unique degree that will capture a different population than the standard PhD student.

Discussion:

A senator wonders whether a fully online doctoral program can be accredited. Is it a regional program? Ann Brown: Online programs are actually very common in the field of education. And so that's not outside the scope of what would be expected for this type of degree. Many of the competing EdD programs are online programs. Even at R1 institutions, a lot of them are trying to reach far beyond regional and state and reach a national population.

Tim expressed concern that all the new staff for this degree are going to be clinical faculty. It is concerning that a new doctoral program is staffed completely with clinical faculty, especially in conjunction with the R1 status. It seems that we're trying to move to R1 status on the backs of non-tenured faculty. Do you have any insights on how that decision was made, or why it is appropriate? Ann Brown: We discussed this point multiple times, and it also came up at UCC. We will start with hiring a program director in an associate clinical faculty role, and our 1st faculty member will also be a

clinical position, for the sole reason that the teaching load required of those first two hires will be rather significant, thus limiting their ability to participate in a large scholarship demand. We are not opposed to considering tenure track lines for subsequent hires. Dean Brooke Blevins joined the conversation. She said they have had conversations with the provost about this. The EdD is very different than the PhD, in terms of what it demands of faculty and dissertation advisors. The dissertation is called “dissertation in practice,” which means these folks need to have experience in the clinical field.

A senator noted that the US Government has serious restrictions on international students who take an online credits. So, if a program is fully online, domestic students are the only market for this degree. Ann Brown confirmed that statement. Francesca asked how a program that has a practical or clinical components can be delivered fully online. Ann Brown replied that the student applying to this program will have to have a serious committed relationship with the institute or the industry that they plan to work with, or that they come from.

Vote: 18/20 yes; 2/20 no. Motion passes.

- UCC 580: Kinesiology PhD – Ann Brown

The College of Education, Health and Human Sciences (EHHS) presently has one Doctor of Philosophy in Education with seven specializations to accommodate all three departments, Curriculum & Instruction, Leadership & Counseling, and Movement Sciences. Two of the PhD specializations in Exercise Science and Healthy Active Lifestyles are designated for Movement Sciences students. The PhD in Education serves students from all disciplines in EHHS, which lacks focus on any one area, making it challenging

for students to acquire the desired skill set needed to succeed in a specific discipline, such as exercise science and/or healthy active lifestyles. To capture both specializations, we will use the term Kinesiology moving forward. Substantial programmatic and experiential differences exist between a doctorate in education and kinesiology. These vast differences between programs have led to the mutually agreed decision to separate

out the one PhD in Education in EHHS into two PhD programs, one in Education and one in Kinesiology. The change in name and content will help us recruit students, deliver relevant coursework, and better serve our students. We will be the only program in Idaho with a PhD in Kinesiology. These proposed changes will provide a more focused approach to recruiting, retaining and preparing students for scholarship in their specific discipline.

No questions.

Vote: 20/20 yes. Motion passes.

- UCC 157: Athletic Training DAT – Philip Scruggs

The Commission on Accreditation of Athletic Training Education (CAATE) Standard 21 states, "The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation." The focus of this standard is on professional socialization within a health care culture. While the CAATE Standard 21 relates specifically to the professional program standards for preparing athletic trainers, the same rationale applies to a post-professional athletic training degree program (i.e., DAT).

Discussion:

A senator asked about 1) the difference between athletic training and movement science, and 2) whether a coach can earn a doctorate. Philip Scruggs responded that athletic training is viewed as healthcare or patient care, where movement sciences or kinesiology are not seen as patient care. As for the senator’s second question, Philip

answered that a football coach working in an athletic department can get a doctorate in kinesiology, but noted that a football coach is not an athletic trainer.

Tim had a question regarding both UCC 157 and 158 (next). The proposals mention an increased service load requirement for the faculty. Are the resources available? Will people be overloaded with this change? Philip Scruggs explained that they will have 5 to 6 fewer faculty in movement science. The overall service load will decrease somewhat, and so, they may have fewer people to serve on committees, for example. It is definitely manageable.

Vote: 19/20 yes; 1/20 no. Motion passes.

- UCC 158: Athletic Training MSAT – Philip Scruggs
Similar rationale as the Athletic Training DAT.

Vote: 20/20 yes. Motion passes.

- UCC 590: JD/MBA – Aliza Cover

This is a proposal for a concurrent JD/MBA program with the University of Idaho College of Business and Economics. The College of Law already has a concurrent JD/MBA program with WSU and with BSU. Now that the University of Idaho also offers an MBA, we wanted for our students to have the option to complete their JD/MBA entirely through the University of Idaho. The concurrent degree program will allow students to earn both their JD and their MBA in 3 years. We do that by accepting 12 credits of MBA coursework towards the JD and 12 credits of JD coursework towards the MBA. The curricular impact on the programs is quite limited, because the MBA already accepts 12 outside credits towards the degree, and the College of Law already accepts 6 outside credits towards the JD, so it's just an additional 6 credits that we're accepting towards the JD.

Vote: 19/19 yes. Motion passes.

Announcements and Communications:

- Strategic Planning Committee Update – Barb Kirchmeier

We continue to work with Heron, who have been great partners in this process.

We last met with Heron on the 6th of December, where we learned about themes that had come out so far in the stakeholder engagement sessions facilitated by Heron. They continue to facilitate those sessions, both on and off campus, with a variety of different stakeholders. You all should have received an email yesterday inviting you to engage in a survey to give further feedback to Heron. At the December 6th meeting we talked about what they called a “market scan,” namely, information about what's happening in the Higher Ed industry. They looked at some of the schools that we asked to be compared to and helped us see trends at those institutions and in those areas and allowed us to see where we fit in with what may be considered larger market trends. Based on our feedback at that meeting, they sent us a revised set of documents on the 18th of December, and we will meet again as a group on the 4th of February, most likely to begin the strategic aspirations and goal setting. We are on track to finish within the set timeline.

Discussion:

Kristin asked if Barb could share any preliminary findings from the data they've collected which have risen to the top of priorities. Barb: When they came to the Senate, they shared a list of items that had floated to the top. They follow the same process every time they do an engagement survey. After every meeting Heron facilitates, they identify priorities and drag them to the top, and then at the next meeting they add the new stuff that came up. In this way, they continue to update their list of priorities. [Barb showed a list of priorities from December, potentially out of date due to several other engagements since then. Similar themes came out in a session they did with staff council.]

A senator asked which peer institutions we are looking at. Barb showed a slide with the official peers identified by UI leadership for inclusion in the comparative study: Georgia Southern University, Kent State University, Louisiana Tech University, North Dakota State University, South Dakota State University, Tennessee Tech, the University of Maine, University of Massachusetts Boston, University of Montana, University of Wyoming. Francesca asked whether the survey was anonymous. Immediately following the meeting, confirmation was received that the survey is anonymous.

- Discussion on Feedback from Mid-Year Senate Survey – Kristin Haltinner
A survey was sent to senators in December. Twelve responses were received. Kristin showed a bar chart of how senators would like to see senate time prioritized. In order of interest: updates on ongoing initiatives based on the priorities outlined in the fall; more time to debate issues; continued use of time for Provost reports and Chair reports; committee or working group reports; information from administrators; more opportunities for senators to bring up new business; consider resolutions in line with the identified priorities. There was less interest in updates from programmatic offices. Some items of technical nature were brought up: ensure that the binders are out on Fridays and talking point distribution. In many colleges, talking points are distributed to all faculty but not to staff. In the next talking points, we will remind senators to share with all faculty and staff in their college. People would also like resolutions to be shared via email in advance of the meeting. We could also introduce a resolution at one meeting and vote on it at a subsequent meeting, to give senators time to reflect on it. So, people want more time to consider resolutions. Other technical issues were brought up, such as running out of time at meetings, or speakers going over their allotted time. These issues can be addressed by lightening the agendas a bit. Senators also expressed the wish to hear from more people, but also for people to be mindful of the volume with which they're speaking. People should try and be brief with their comments, so that other voices can also be heard. They should raise their hand and wait to be called on before speaking. Some people have proposed returning to in-person (hybrid) senate meetings in the spring. A discussion followed about the pros and cons of hybrid meetings. A room with better technology is needed for that purpose. Dan Ewart would be happy to help us find the right place. Overall, the spoken opinions indicated a stronger desire to remain with zoom meetings. The main reason is the impact on people in Boise, Idaho Falls, and Coeur d'Alene who have no choice but to zoom in.

New Business: None.

Adjournment:

The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #18

Tuesday, January 14, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #17 (December 10, 2024)
Attach. #1
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - o UCC 569: International Studies BS – Bill Smith, Director of the Martin Institute and International Studies **Attach. #2**
 - o UCC 239: Geology BS – Eric Mittelstaedt, Associate Professor and Alistair Smith, Department Chair and Professor – Department of Earth and Spatial Sciences **Attach. #3**
 - o UCC 577: Material Behavior and Performance Undergraduate Academic Certificate – Eric Wolbrecht, Department Chair and Professor, Mechanical Engineering **Attach. #4**
 - o UCC 583: Rangeland Management Undergraduate Academic Certificate – Charles Goebel, Department Head and Professor – Forest, Rangeland and Fire Sciences **Attach. #5**
 - o UCC 88: Education EdD – Ann Brown, Associate Dean for Graduate Studies and Associate Professor – Movement Sciences **Attach. #6**
 - o UCC 580: Kinesiology PhD – Ann Brown **Attach. #7**
 - o UCC 157: Athletic Training DAT – Philip Scruggs, Department Chair and Associate Professor – Movement Sciences **Attach. #8**
 - o UCC 158: Athletic Training MSAT – Philip Scruggs **Attach. #9**
 - o UCC 590: JD/MBA – Aliza Cover, Associate Dean of Faculty and Professor – College of Law **Attach. #10**

- VI. Other Policy Business
- VII. Announcements and Communications
 - Strategic Planning Committee Update – Barb Kirchmeier, Senator and Director of Independent Study Idaho
 - Discussion on Feedback from Mid-Year Senate Survey – Kristin Haltinner, Senate Chair
- VIII. New Business
- IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #18 (January 7, 2025)
- **Attach. #2** UCC 569: International Studies BS
- **Attach. #3** UCC 239: Geology BS
- **Attach. #4** UCC 577: Material Behavior and Performance Undergraduate Academic Certificate
- **Attach. #5** UCC 583: Rangeland Management Undergraduate Academic Certificate
- **Attach. #6** UCC 88: Education EdD
- **Attach. #7** UCC 580: Kinesiology PhD
- **Attach. #8** UCC 157: Athletic Training DAT
- **Attach. #9** UCC 158: Athletic Training MSAT
- **Attach. #10** UCC 590: JD/MBA

2024 - 2025 Faculty Senate - Pending Approval

Meeting # 17

Tuesday, December 10, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Aus, Barannyk, Borrelli, Chapman, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roe, Sammarruca (w/o vote), Shook, Strickland, Thorne, Tohaneanu

Absent: Roberson, Sowisdral (excused)

Guests: Kim Salisbury, Céline Acord, Amy Thompson, Anne Ulliman, Neal Kessler, Rafael Murillo, Ray Pankopf

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

Approval of Minutes (vote):

The minutes of the 2024-25 Meeting #16, December 3, 2024, were approved as distributed.

Chair's Report

- The University Curriculum Committee (UCC) is working to address concerns about the growing number of certificates.
- Senate newsletter: primarily updates from committee work. Your input is welcome.
- Thanks to Nicole Larson for all of her hard work on policy support this semester. Diane Whitney is back and will introduce herself next.
- Who we are: Diane Whitney shared some background about herself. She received both her undergraduate and law degrees from the University of Idaho and spent the majority of her career in private practice in Moscow. A few years ago, she joined the U of I, first as a staff attorney in the office of general counsel, and later in her current role. Some interesting facts: There are about 346 policies between the FSH and the APM, and, until recent years, there was no system in place for regularly scheduled review. Diane and her team have made huge progress. They prioritize policies that have compliance implications. Last semester, they reviewed all APM Chapter 45, which contains the research administration policies. They are also trying to get everything into a more user-friendly and consistent format. A large part of the policy revision is driven by committee work. The other half of Diane's responsibilities is compliance for the office of general counsel. It's a joint appointment, half with the general counsel and half with the provost. Currently, a major project on the policy side is bylaws revision. There are approximately 55 sets of bylaws, and the last time they were all reviewed and approved was in 2009. Currently, they are focusing on P&T criteria. In closing, Diane thanked Nicole Larson for all her effort moving the bylaws work forward.

Provost's Report

- Our football team made the 3rd round of the playoffs. They will play on Friday at 6 pm at Montana State University, in Bozeman.
- Grades deadline: Tuesday December 17, at noon.
- Upward feedback process: The deadline is December 23.

Committee Reports

- University Curriculum Committee (Vote)
 - UCC 178: Marketing BSBUS – Sanjay Sisodiya, Department of Business,

Four sets of changes are embedded in this proposal. When the online option for the BSBUS in Marketing was introduced, the BBABUS was not available. With the online BBA launched, the need for the online BS is greatly reduced. There has been limited interest in the Marketing Analytics Emphasis. So, the Marketing Analytics certificate, which is more accessible, is replacing the low-enrollment major. Next, the Entrepreneurship emphasis has switched some of its coursework so that students can pick from a list of courses and thus have greater flexibility. Lastly, there is an update on the learning objectives because one of the emphases had the wrong learning objectives.

There were no questions.

Vote: 16/17 yes; 1/17 no. Motion passes.

- UCC 593: Geological Engineering BS – Alistair Smith, Department of Earth and Spatial Sciences.

Ahmad Kassem and Richard Nielsen, both from the department of Civil Environmental Engineering, are also present. Together, they are proposing a joint degree between the department of Earth and Spatial Sciences and Civil Environmental Engineering. This is to reestablish the BS in Geological Engineering that existed 20 years ago and was closed when mining was going down. But mining is going back up in the state. The main motivation behind bringing it back was a consortium of about 11 companies that approached North Idaho College, asking them to set up an agreement with the Colorado School of Mines. Their president, President Sweeney, reached out to our president and asked to help. And so, based on the industry input, we've designed this degree. You'll find in the packet the 7 letters of support strongly advocating for this degree to come back to the state of Idaho.

There were no questions.

Vote: 19/19 yes. Motion passes.

- Other Policy Reports

- FSH 1620 University-Level Committees – Kay Dee Holmes, Director of Research integrity.

Kristin Haltinner: We asked the chairs of the Faculty and Staff Policy Group and the Committee on Committees if they wanted to review this, but they both agreed that it was fine as is coming from and supported by the general counsel's office. So, it will require a motion if we choose to adopt it.

Kay Dee Holmes: The goal of this revision is to align the university policy with the expectations set in Idaho law. The current policy is that all of the committee meetings are open to the public, but this is broader than what is actually required by the Idaho Open Meetings (OML) law. The committee members involved with the IRB, IACUC, and IBC believed that those committee meetings were always private. The change was cleared by the office of general counsel. It isn't a critical change. If Faculty Senate feels it is not necessary, or that we need to take another look, we are willing to do that. We hope that aligning those policies will benefit the University and the research enterprise as a whole.

Tim Murphy: A point of clarification on the committee reviews. The committee chairs who were consulted did not say that they were fine with the policy change. They said the matter was outside of their purview because it is a legally driven change. We actually haven't reviewed the merits of this because it is a legal change.

Francesca Sammarruca: This is a change in FSH 1620 University-Level Committees and should naturally land on the Committee on Committees. Furthermore, the faculty secretary is the policy owner for FSH 1620, and did not have the opportunity to have

a closer look. Reason for the confusion: The ORA committee meetings do not meet the threshold requirements for the Idaho Open Meeting (IOM) Law, but the requirements in FSH are broader than the requirements in the IOM law. That means that ORA meetings don't have to be open, but they could and still be compliant. A second question: Would these arguments apply to other university-level committees, including Faculty Senate? In the cover sheet it says that the change is made to be in compliance. That seems to imply that other university-level committees that open their meetings (but do not reach the IOM requirements) are not compliant. Or are they choosing to open their meetings to the public even though they are not required to?

Kay Dee Holmes: “out of compliance” means that it does not align perfectly with what is required by the law, which could create conflicting and problematic situations for the university, where state law says one thing and university policy says another.

Francesca Sammarruca: To avoid those conflicting situations, FSH could simply say that these committees close their meetings to the public because they think it is better to do so, and because they don't have to be open, but not because they would, otherwise, be out of compliance.

Kay Dee Holmes: I did not look at any of the other university committees. It would be for the office of general counsel to look at this policy and see how it applies across the board.

Tim Murphy: Following on what Francesca said, which I think is a good point, it would help me understand whether these committees discuss some confidential matter.

Kay Dee Holmes: These committees review protocols for research and the IACUC reviews protocols for research that involve animal research. The Institutional Review Board reviews protocols for research that involve human subjects, and the IBC committee reviews research and safety with regard to biohazardous materials. All of them have a confidentiality component, especially the projects that involve human subjects. Those are heavily regulated by the Federal Government. But I believe that those need to be kept confidential because of the human factor. There might be faculty members who do human or animal subject research and may not want that information getting out to the public. It's also my understanding that it's pretty standard with other universities that these meetings are expressly confidential and not open to the public.

[Tim Murphy confirms with Kay Dee Holmes that general counsel reviewed this change.]

Francesca Sammarruca: Why not treat this as one of those committees that are closed for confidentiality reasons, and not for compliance? I think that most of our committees could be part of the confusion potentially generated by the language.

[A brief conversation followed between Kay Dee and Francesca about the best way to describe and motivate the change.]

Kay Dee Holmes: This is up to the Faculty Senate. Our goal is to hopefully benefit the university and research that goes on, but if we need to rework this, we will.

Tim Murphy: If I understand correctly, Francesca's point is that this change is not required by Idaho law, it is allowed under Idaho law, and it is desired, because the office of research would like these meetings to be confidential. Is that correct?

[Francesca Sammarruca confirms that the above describes her point exactly.]

Senator: Let's say a product came from one of these committees, and I am not comfortable with this product. Would I be allowed to attend? Are only specific individuals allowed to attend this kind of meeting? If someone from the public wants to attend and submits a request, would the request be immediately denied?

Kay Dee Holmes: My understanding is that the committee chair has the authority to decide if someone can or cannot attend those meetings. So, if someone puts in a request that they want to attend it. That will be reviewed by the committee chair, and they will either approve it or deny it. The purpose of these committees is to ensure that the research in those areas with human subjects and with animal subjects or biohazardous materials does align with what is required by the Federal Government. So, these individuals are familiar with the Federal Government's regulations on how research can be conducted safely and properly in those situations and protect the best interests of the research subjects, whether it is humans or animals.

Kristin Haltinner checks with Kay Dee Holmes that the matter is not urgent. With no motion from the floor, FSH 1620 D-17 is referred to the Committee on Committees. They meet again in January and will report back to the senate in the spring semester.

Announcements and Communications:

- Long Range Campus Development Plan – Kim Salisbury, Raymond Pankopf, Neal Kessler. Raymond Pankopf, director for architectural and engineering services at the U of I, started the presentation. The institution has a current long range campus development plan that was developed and implemented in the late 1990s. That plan has served us extremely well and has guided the University through a series of developments over the last 20-25 years. That plan was originally developed under an initiative called Vision 2020. Now it's time to think about a campus plan that guides us into the future. They have set the beginning of 2050 as a target, basically 25 years out from when the plan is completed and approved. They have engaged Neal Kessler and his team at the Smith Group to help us through that planning process.

Neal Kessler is a senior principal with Smith Group and lead planner for the long-range campus development plan Vision 2050. Neal Kessler emphasized the importance of being transparent, collaborative, and iterative with their process, and outreaching to stakeholders. They have met with hundreds of folks face-to-face, thousands participated in surveys on how people use the campus. It is a three-phase process, *Understand, Explore, Realize*. The exploratory phase is where they came up with a number of different ways to address many of the issues. They have just entered the 3rd phase, where they continue to discuss those different ideas and come up with a consensus plan. When they were on campus last October, they presented different scenarios, and, in November, they presented a preliminary plan based on the input from campus. They hope to complete the plan in late spring of 2025. It is a fully integrated planning effort, guided by overarching long range ideas. They have looked somewhat deeper at four areas: athletics, medical education, and wellness and health services. Those studies are ongoing in parallel with the LRCDP.

(See the LRCDP webpage <https://vision2050-uidaho.webflow.io/> for schedules, maps, and other documents shown by the group during their ppt presentation, and more.)

Discussion:

A senator asked whether closing part of 6th Street would make it difficult for faculty to park. Many parking lots, especially for the engineering buildings, are accessed from 6th Street. Neal Kessler replied that they are looking very carefully at the parking situation. He doesn't think that any parking space will be removed by closing 6th Street, but those parking lots may have to be accessed in a different way.

A senator, who serves on the Campus Planning Advisory Committee, never heard anything about the plan. The committee is not engaged with this process. Apparently, the committee didn't meet at all during the last academic year, and so far, no meeting is scheduled to talk about this planning process, which is now entering the final stage. How can the campus

planning advisory committee engage with this process? Ray Pankopf responded that they want to engage with the campus planning committee, and, in fact, he has been trying to find a way to make that happen. They will visit the committee, if they meet in the spring, and solicit their input.

- Resolution on Equity and Inclusion – Debb Thorne and Erin Chapman

This resolution was put together by a group of Senators as a response to the State Board of Education's proposed restrictions on DEI.

Deborah Thorne: We are bringing this resolution forward to the full Senate for discussion, and hopefully approval. The objective is for the Senate to go on record voicing our concern over the direction of the SBOE and the Idaho legislature challenging support for programs that are valued by our students and us.

Senator: In the 4th paragraph, can the language be more inclusive? There are percentages for the disproportion between white students and students of color. There should be data on other kinds of diversity, besides race. Otherwise, it looks great.

Kristin Haltinner: The university does not collect data on sexuality as a category. There is data on gender (women vs. men), but not on non-binary or trans students, because we don't collect that data either.

Senator: I agree with the previous comment. It feels like a very narrow focal point within the discussion of equity and inclusion. Perhaps we could cite other student characteristics, for instance, international students or out-of-state students, students from rural communities, which is a big but often overlooked part of equity and inclusion. I agree with this document, but I'm worried that somebody may try and twist its meaning because of this particularly narrow data point in the document, even though we have a diverse student population across various categories and characteristics. International student data is collected. I don't know about rural or socioeconomic status. But even without data, a broader statement might strengthen the document.

Erin Chapman: Would it make more sense to simply cut that paragraph? We don't have data across other categories. Please suggest wording changes in the chat.

Senator: When you read this document, particularly the paragraph that was just pointed out, it makes it race-based in a way that is turning people off in the state. I think that language is very important. [Question for Kristin] What is the opinion of SBOE about making accommodations for people of diverse backgrounds, particularly when we are squeezing it into race?

Kristin Haltinner: I don't know the opinion of the SBOE in its entirety. There are differences in opinions on the board. Kurt Liebeck expressed concerns about closing the equity programs at the last board meeting. I don't know how many of you watched it, but we can find the link and put it in the chat. I raised with Josh the questions that Craig and others brought up last time. He said, "*I would want universities to continue to serve students unique needs through a broader student support center that creates connections for every student.*" So, the perception from the board is to have a student support center that supports each student uniquely. But I didn't get a sense that there are particular issues that the board cares more or less about, within that framework.

Senator: My question is about timing. Is the intent to have this resolution voted on prior to the State Board passing their resolution, or after? From the first "resolved" section where Kurt Liebich is mentioned, it seems that it should be voted on before. If that's the idea, we appear to be very much "on the offensive" rather than defensive, which may have a negative impact on us. This is a political "hot potato" to be aware of. The timing is very important if we wish to have an understanding of what the language of the State Board's resolutions is before we vote on this resolution.

Torrey Lawrence: A brief update. One of the subcommittees of the board met last Thursday and discussed primarily the DEI resolution. We have not seen the final version of the text.

Kristin Haltinner: They will meet next Wednesday, see information in the chat. They have to put their materials out 48 hours in advance. Meeting materials will be available next Monday here: <https://boardofed.idaho.gov/event/board-meeting-boise-15-5/>

Torrey Lawrence: I put the link in the chat, and also the link to their last meeting. If you wanted to adopt something specific to their resolution, the general direction is obvious, although they are still working on some of the details. SBOE is meeting next Wednesday, Dec 18. You can watch the live stream on the SBOE's YouTube channel: [Idaho State Board of Education - YouTube](#).

Kristin Haltinner: [to Erin and Debb] My understanding is that the goal is not to be on the offensive or the defensive, but to contribute to the SBOE's conversation.

Deborah Thorne: Right. If we want to contribute to the conversation, then it needs to be completed and voted on prior to their votes. If we want to make our position clear in response to their resolutions, we can wait. There's a reason to do that too. The goal is to express our objection to these decisions coming down from the legislature and the State Board are, but also to establish support for our students, so that they know we are not just standing by. I think, as a body, the Senate has a responsibility to let folks know where we stand collectively.

Senator: A suggestion that might make this somewhat more powerful. There's nothing here that acknowledges the legitimacy or validity of their concern. The idea that we shouldn't make choices based on race is probably a good thing. There are legitimate concerns about the efficiency of resource allocation, while we are being divisive by creating offices for individuals or groups as opposed to offices for everyone. I think we could have a stronger, and better received, resolution addressing some of these thoughts directly before we release it. [Senator proceeds to clarify "validity."] For instance, the best way to address poverty is to leverage poverty. It is true that you might get more people of color by focusing policies on people of color. But if you address poverty, you are actually helping people in poverty, regardless of race. I think a lot of the pushback is coming from the interpretation that, if someone is white and poor, they don't get the same support as if they were black and poor.

Erin Chapman: I don't know if people realize how poorly funded some of these programs actually are. These restrictions are unfair to black and brown people and gay and trans people. They are not taking away the veteran's office, or the Native American students office. They're pretty focused on certain identities.

Senator: The way you can be better received is by trying to empathize with the valid part of their concern. That is not acknowledged here at all.

[Erin Chapman asks everyone to suggest language they think might be more helpful.]

Senator: All minorities historically have been disadvantaged and did not have the same access as other groups to economic development. So, it is important to mention that an office for minorities is needed to support them and make sure they have the same kind of tools to operate in society. Take, for example, inner city communities. You need to put more money in poor neighborhoods, and those are predominantly populated by minorities.

Torrey Lawrence: I would like to redirect this conversation, maybe thinking about where we are. The Board is considering resolutions. They want to see offices open to all students. I'm not advocating for that, but it is the situation we're dealing with.

Kristin Haltinner: Do you, as a Senate, want to participate in this conversation with the SBOE or not? Do you want to make a statement for students in the DEI offices or not? It doesn't have to be this statement. It could be another one. It is your decision.

Barb Kirchmeier: If we are going to act, it probably needs to be before we leave for break, because a lot will happen between today and the time that we move to break and come back

from break. We have a resolution that two of our senators put together. I move that we vote to approve the resolution that was brought to us today by members of this group.

Senator: Could we make a correction to the 4th paragraph and include international students and other categories?

Kristin Haltinner: We do not have a second yet. So, my understanding is that we can still edit the motion, not as a formal amendment, because we don't have a formal motion yet.

Barb Kirchmeier: I would clarify my motion to approve the resolution, as it was submitted with the updated language Stephanie proposes in the chat. Updated language: "WHEREAS The University of Idaho actively welcomes, serves and engages with a highly diverse student population, with students from nearly 70 countries and XX states. Equity and inclusion programs at the institution reflect the population of students and citizens that we serve."

[**Stefanie Ramirez** seconds the motion.]

Kristin Haltinner: [**Reads the motion.**] Would anyone like to speak in favor or against the motion?

Stefanie Ramirez: [**Referring to the edited motion.**] I do not want to make an assumption about the number of states. I assume it is all 50, but that needs to be checked.

Senator: I would like to hear from the authors of the resolution about the edits on the language, because perhaps they feel this is rushed. I was hoping we would wait, but it needs to be done before we go on break.

[Erin Chapman is comfortable with the amendment.]

Deborah Thome: I think the emphasis should be on the range of diversity that we have here on campus. I would like to include trans people, queer people, and go right down the list of all the students on our campus that need to be recognized because their life experiences are not the same as the privileged students on our campus. But I think that what Stephanie suggests would be adequate.

[Tim Murphy asks for clarification on the edited language. It is clarified that the language in the chat will replace the paragraph with retention rates among students of color. Also, the "XX" will be replaced with the appropriate number before the meeting is over. Tim Murphy will designate this resolution as FS 24-25-2 for record keeping purposes.]

Senator: I support our DEI offices. I support the people there, and I support us supporting historically underrepresented groups. I would like those offices to stay indefinitely. I also think approving this motion is counterproductive to that goal.

There is a motion on the floor. Kristin Haltinner asked whether anyone else wished to speak, prioritizing people in favor of the motion. There were no requests.

Vote: 10 /18 in favor and 8/18 opposed. Resolution passes.

Adjournment:

Moved to adjourn (Barannyk, Kirchmeier). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

569: INTERNATIONAL STUDIES (BS)

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. 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; sandeschlueter@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. Fri, 30 Aug 2024 18:24:23 GMT
Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 06 Sep 2024 16:07:47 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 06 Sep 2024 20:01:04 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:28 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 18:28:59 GMT
Christine Slater (cslater): Rollback to 18 Dean for Assessment
6. Thu, 19 Sep 2024 05:39:41 GMT
Sean Quinlan (quinlan): Rollback to 034 Chair for 18 Dean
7. Thu, 19 Sep 2024 18:47:01 GMT
Rachel Halverson (rhalverson): Rollback to Initiator
8. Fri, 20 Sep 2024 18:20:44 GMT
Rachel Halverson (rhalverson): Approved for 034 Chair
9. Fri, 20 Sep 2024 20:23:00 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
10. Fri, 20 Sep 2024 20:23:27 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
11. Fri, 20 Sep 2024 22:23:14 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
12. Sat, 21 Sep 2024 00:03:47 GMT
Christine Slater (cslater): Approved for Assessment
13. Wed, 25 Sep 2024 22:43:16 GMT
Nicole Remy (nremy): Approved for DLI
14. Mon, 04 Nov 2024 21:29:20 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
15. Thu, 07 Nov 2024 19:40:57 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
16. Thu, 07 Nov 2024 21:58:02 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
17. Wed, 13 Nov 2024 16:22:46 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
18. Thu, 21 Nov 2024 18:09:15 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 20 Sep 2024 15:44:08 GMT

Viewing: 569 : International Studies (BS)

Last edit: Thu, 21 Nov 2024 18:09:02 GMT

Changes proposed by: William Smith

Faculty Contact

Faculty Name	Faculty Email
Bill L. Smith	bills@uidaho.edu

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

International Studies (BS)

Degree Type

Major

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

120

Attach Program Change

BS in IS Short-Proposal-Form DRAFT.docx

CIP Code

45.0901 - International Relations and Affairs.

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

Describe the financial impact

New BS option to go with existing BA option in International Studies degree, with all faculty and classes already in place and functioning below capacity, so there is no financial impact.

Curriculum:

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

Code	Title	Hours
IS 3100	The United Nations	3
IS 4100	NGOs in the International System	3
IS 4950	International Studies Senior Seminar	3
STAT 2510	Statistical Methods	3
ECON 2201 or ECON 2720	Principles of Macroeconomics Foundations of Economic Analysis	3
One of the following:		3
GEOG 2600	Introduction to Geopolitics	
POLS 2050	Introduction to Comparative Politics	
POLS 2370	Introduction to International Politics	
Three credits from the following:		3
ANTH 1102	Cultural Anthropology	
COMM 3350	Intercultural Communication	
ENGL 3850	World Literature	
ENVS 2250	International Environmental Issues Seminar	
GEOG 2000	World Cultures and Globalization	
JAMM 4900	Issues in Global Media	
SOC 3500	Food, Culture, and Society	
Select at least 12 credits of advisor-approved Issues Emphasis electives or any major or minor EXCEPT American Studies, American Indian Studies, Africana Studies, Asian Studies, English, French, German, Latin American Studies, or Spanish.		12
Select at least 12 credits of advisor-approved Regional Emphasis electives or one of the following majors or minors: African Studies, Asian Studies, French, German, Latin American Studies, or Spanish.		12
An International Experience in the region of emphasis.		
Select 15 additional credits of IS courses not taken for other parts of the degree program, with no more than 3 credits in IS 4980 Internship.		15
Total Hours		60

Courses to total 120 credits for this degree

Degree Maps:

	Hours
Fall Term 1	
ENGL 1101	Writing and Rhetoric I
GEOG 2600 or POLS 2050 or POLS 2370	Introduction to Geopolitics or Introduction to Comparative Politics or Introduction to International Politics
Oral Communications Course	
Mathematical Ways of Knowing Course	
Language Course (CHIN, FREN, GERM, JAPAN, or SPAN)	
	Hours
	16
Spring Term 1	
ECON 2201 or ECON 2720	Principles of Macroeconomics or Foundations of Economic Analysis
ENGL 1102	Writing and Rhetoric II
IS 1950	International Studies Freshman Seminar
Humanistic & Artistic Ways of Knowing Course	
Scientific Ways of Knowing Course	
	Hours
	16
Fall Term 2	
IS 3100	The United Nations
STAT 2510	Statistical Methods
ANTH 1102 OR COMM 3350 OR ENGL 3850 OR ENVS 2250 OR GEOG 2000 OR JAMM 4900 OR SOC 3500	
B.S. Course Requirement	

Scientific Ways of Knowing Course		4
	Hours	16
Spring Term 2		
American Diversity Course		3
International Studies Course		3
International Studies Course		3
Issue Emphasis Course		3
Regional Emphasis Course		3
	Hours	15
Fall Term 3		
International Studies Course		3
Issue Emphasis Course		3
Regional Emphasis Course		3
Regional Emphasis Course		3
Elective Course		3
	Hours	15
Spring Term 3		
B.S. Course Requirement		3
B.S. Course Requirement		4
International Studies Course		3
Regional Emphasis Course		3
Elective Course		1
	Hours	14
Fall Term 4		
IS 4100	NGOs in the International System	3
International Studies Course		3
International Studies Course		3
Issue Emphasis Course		3
Elective Course		3
	Hours	15
Spring Term 4		
IS 4950	International Studies Senior Seminar	3
Issue Emphasis Course		3
Elective Course		3
Elective Course		3
Elective Course		1
	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

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 demonstrate an understanding of how countries act and interact with each other in the international system through application of their individual domestic programs/foreign policies in intergovernmental organizations.
2. Students will demonstrate an understanding of major patterns in culture, geography, economics, and politics in their target region.

3. Students will demonstrate an understanding of the role and importance of Non-Governmental Organizations (NGOs) in global governance and the major patterns of cooperation with states, intergovernmental organizations, businesses, and other civil society organizations.
4. Students will demonstrate an understanding of major patterns in the way developed and developing nations, intergovernmental organizations, nongovernmental organizations, and/or business interests relate to their target issue emphasis.
5. Students will demonstrate evidence of critical thinking skills.

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

We have a set of rubrics used to assess Learning Outcomes 1, 2, 3, 4, and 5. These are utilized at various points in the curriculum and on varying assignments, with the final measurements coming from either:

- The IS Capstone course via the white paper (for assessing issue knowledge/LO 3 and regional competency/LO 4) and the thesis defense (for assessing critical thinking/LO 5).
- The IS 310 + 320 series on the United Nations via the position paper (for assessing how countries act and interact in the international system/LO 2).
- The IS 410 course via the NGO group presentations (for assessing NGO competency/LO 1).

These four classes are part of what we refer to as the "five common touch points" of the IS degree, much of the rest of which is a la carte from a list of options. Hence, while we measure in other places as well, it is these consistent measurements we consider most closely.

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

All unit faculty participate in assessing the program, we hold norming sessions for artifacts we assess collectively, and we review, discuss, and implement changes as necessary, on an annual basis.

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

For direct measures: We have a set of rubrics used to assess Learning Outcomes 1, 2, 3, 4, and 5. These are utilized at various points in the curriculum and on varying assignments, with the final measurements coming from either:

- The IS Capstone course via the white paper (for assessing issue knowledge/LO 3 and regional competency/LO 4) and the thesis defense (for assessing critical thinking/LO 5).
- The IS 310 + 320 series on the United Nations via the position paper (for assessing how countries act and interact in the international system/LO 2).
- The IS 410 course via the NGO group presentations (for assessing NGO competency/LO 1).

These four classes are part of what we refer to as the "five common touch points" of the IS degree, much of the rest of which is a la carte from a list of options. Hence, while we measure in other places as well, it is these consistent measurements we consider most closely.

For indirect measures: We use the Graduating Senior Survey to assess three of the measures, and a "Bonus" GSS run on those specific topics but conducted at the end of the senior year. Our theory was that the surveys - collected at the time of a grad app and often at the beginning of a seventh semester on campus - underestimated satisfaction on these measures, and re-asking at the end of the eighth semester (and after the capstone class) would be a better indirect measure. This has proven to be the case.

In particular, we re-ask about "Knowledge of the evolution of economic, social, and political institutions" and "Knowledge of current international issues and problems."

When will assessment activities occur and at what frequency?

Annually, rolling; we also consult an aggregated annual document comparing specific LO achievement for the current and five preceding cycles, to our benchmarks.

Student Learning Outcomes

Learning Objectives

1. Students will demonstrate an understanding of how countries act and interact with each other in the international system through application of their individual domestic programs/foreign policies in intergovernmental organizations.
2. Students will demonstrate an understanding of major patterns in culture, geography, economics, and politics in their target region.

3. Students will demonstrate an understanding of the role and importance of Non-Governmental Organizations (NGOs) in global governance and the major patterns of cooperation with states, intergovernmental organizations, businesses, and other civil society organizations.
4. Students will demonstrate an understanding of major patterns in the way developed and developing nations, intergovernmental organizations, nongovernmental organizations, and/or business interests relate to their target issue emphasis.
5. Students will demonstrate evidence of critical thinking skills.

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 rationale 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.

* There is no additional workload to the department. All classes are being offered and have capacity to add students.

* Rationale: the International Studies degree is one of only three in CLASS lacking a BS option, whereas incoming students overwhelmingly prefer BS degrees to BA degrees. The substance of the degree is the same, with one difference from the BA: requirement of Stat 251.

Reviewer Comments

Christine Slater (cslater) (Tue, 17 Sep 2024 18:28:59 GMT): Rollback: These student learning outcomes can be enhanced by incorporating a wider variety of Bloom's Taxonomy levels to encourage deeper engagement and critical thinking. Re-wording the outcomes will also make them easier to measure and to input into Anthology: Here are some suggestions with more specific, active verbs and varied cognitive levels. (How will the students demonstrate their knowledge?) These are only suggestions so make sure they don't change your intent. 1. Original: Students will demonstrate an understanding of how countries act and interact with each other in the international system through application of their individual domestic programs/foreign policies in intergovernmental organizations. o Revised: Students will analyze how countries act and interact in the international system by comparing and contrasting their domestic programs/foreign policies within intergovernmental organizations and evaluate the effectiveness of these interactions in achieving their goals. o Bloom's Levels: Analyze, Evaluate, Apply 2. Original: Students will demonstrate an understanding of major patterns in culture, geography, economics, and politics in their target region. o Revised: Students will apply knowledge of major cultural, geographic, economic, and political patterns in their target region (to predict potential future trends and develop strategies for addressing emerging challenges.) o Bloom's Levels: Apply, Analyze, (Create) 3. Original: Students will demonstrate an understanding of the role and importance of Non-Governmental Organizations (NGOs) in global governance and the major patterns of cooperation with states, intergovernmental organizations, businesses, and other civil society organizations. o Revised: Students will evaluate the role of NGOs in global governance by assessing their cooperation with states, intergovernmental organizations, businesses, and civil society organizations, (and formulate solutions for improving collaboration among these entities.) o Bloom's Levels: Evaluate, Analyze, (Create) 4. Original: Students will demonstrate an understanding of major patterns in the way developed and developing nations, intergovernmental organizations, nongovernmental organizations, and/or business interests relate to their target issue emphasis. o Revised: Students will synthesize information on how developed and developing nations, intergovernmental organizations, NGOs, and business interests interact with their target issue, (and propose actionable solutions to address conflicts or gaps in these relationships.) o Bloom's Levels: Synthesize, Apply, (Create) 5. Original: Students will demonstrate evidence of critical thinking skills. o Revised: Students will demonstrate critical thinking skills by analyzing complex global issues, evaluating diverse perspectives, and creating well-supported arguments and solutions in both written and oral formats. o Bloom's Levels: Analyze, Evaluate, Create Explanation of Changes: • Incorporating higher-order thinking: By including verbs like "analyze," "evaluate," "synthesize," and "create," you encourage students to engage with material at a deeper level. • Active and specific verbs: These revisions make it clear what students will actually do to demonstrate their understanding. • More variety across Bloom's levels: The revised outcomes ensure students aren't just understanding and applying but are also analyzing, evaluating, and creating solutions based on their learning.

Sean Quinlan (quinlan) (Thu, 19 Sep 2024 05:39:41 GMT): Rollback: Please see Slater's comments.

Rachel Halverson (rhalverson) (Thu, 19 Sep 2024 18:47:01 GMT): Rollback: Hi, Bill, This has been rolled back to me due for your to respond to Christine's comments. I understand you are waiting until conversations with the Vice Provost have taken place. RJH

Sande Schlueter (sandeschlueter) (Tue, 29 Oct 2024 16:25:49 GMT): corrected answer on self-support fee as per email confirmation/clarification from BSmith; Program Description: The program in international studies offers a unique, interdisciplinary approach to studying global issues. Students take a core of common courses in a global theme during the freshman and sophomore years, and then select an issue emphasis and a regional emphasis that shape the courses taken during the junior and senior years. The regional emphasis is supplemented by language study and an international experience of at least ten weeks' duration. Such international experience can take the form of studying abroad, completing an internship abroad, or participating in service learning or other volunteer experience abroad. Program staff and faculty emphasize experiential learning, undergraduate research opportunities, and excellence in teaching for all students in the program.

Rebecca Frost (rfrost) (Thu, 07 Nov 2024 19:40:20 GMT): Updated Degree map to standard format and verified. IS 1950 is included in the map but is not required within the curriculum. It should be determined if this an oversight or if it is an optional/recommended course.

239: GEOLOGY (BS)

In Workflow

1. Registrar's Office (none)
2. 224 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (gharley@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
9. Degree Map Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 09 Sep 2024 23:20:40 GMT
Alistair Smith (alistair): Approved for 224 Chair
2. Thu, 12 Sep 2024 21:17:45 GMT
Grant Harley (gharley): Rollback to Initiator
3. Thu, 12 Sep 2024 22:31:06 GMT
Alistair Smith (alistair): Approved for 224 Chair
4. Tue, 17 Sep 2024 17:50:38 GMT
Grant Harley (gharley): Approved for 19 Curriculum Committee Chair
5. Tue, 17 Sep 2024 20:36:45 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
6. Wed, 18 Sep 2024 19:14:29 GMT
Christine Slater (cslater): Rollback to Initiator
7. Wed, 18 Sep 2024 20:46:42 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 18 Sep 2024 21:14:13 GMT
Alistair Smith (alistair): Approved for 224 Chair
9. Wed, 18 Sep 2024 21:41:10 GMT
Grant Harley (gharley): Approved for 19 Curriculum Committee Chair
10. Wed, 25 Sep 2024 18:38:25 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
11. Wed, 02 Oct 2024 16:18:22 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
12. Wed, 02 Oct 2024 17:02:12 GMT
Christine Slater (cslater): Approved for Assessment
13. Wed, 02 Oct 2024 18:50:54 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Thu, 10 Oct 2024 18:45:55 GMT
Rebecca Frost (rfrost): Rollback to Provost Q 1 for Degree Audit Review
15. Tue, 29 Oct 2024 18:17:56 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
16. Tue, 29 Oct 2024 18:21:45 GMT
Christine Slater (cslater): Approved for Assessment
17. Wed, 30 Oct 2024 14:47:40 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
18. Thu, 31 Oct 2024 16:33:42 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
19. Thu, 07 Nov 2024 19:45:02 GMT
Rebecca Frost (rfrost): Approved for Degree Map Review

- 20. Wed, 13 Nov 2024 16:22:15 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
- 21. Thu, 21 Nov 2024 18:20:54 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

History

- 1. Oct 12, 2020 by Amy Kingston (amykingston)
- 2. Jun 16, 2021 by Rebecca Frost (rfrost)
- 3. Mar 24, 2022 by David Barnes (dabarnes)
- 4. Apr 1, 2022 by David Barnes (dabarnes)
- 5. May 24, 2023 by Renee Love (rlove)
- 6. May 24, 2023 by Sydney Beal-Coles (sbeal)
- 7. Jun 7, 2023 by Sydney Beal-Coles (sbeal)
- 8. Jun 7, 2023 by Sydney Beal-Coles (sbeal)
- 9. Jun 7, 2023 by Sydney Beal-Coles (sbeal)
- 10. Jun 7, 2023 by Sydney Beal-Coles (sbeal)
- 11. Jul 7, 2023 by Sydney Beal-Coles (sbeal)
- 12. Jul 20, 2023 by Sydney Beal-Coles (sbeal)
- 13. Apr 26, 2024 by Renee Love (rlove)

Date Submitted: Wed, 18 Sep 2024 20:14:25 GMT

Viewing: 239 : Geology (BS)

Last approved: Fri, 26 Apr 2024 17:06:09 GMT

Last edit: Tue, 07 Jan 2025 21:48:53 GMT

Changes proposed by: Alistair Smith

Faculty Contact

Faculty Name	Faculty Email
Eric Mittelstaedt	emittelsteadt@uidaho.edu

Change Type (Choose all that apply)

Create an option, emphasis, concentration, specialization
Add/Edit Learning Outcomes

Description of Change

As part of a partnership with the Department of Civil and Environmental Engineering in the College of Engineering, we propose a new option in Geology: Mining Geologist.

We also propose to simplify the option in Physical Geology to simply having students select from courses with GEOL or HYDR prefixes rather than presenting a large list.

Lastly, GEOL 422 Geophysics is being removed as a core class.

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

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Earth & Spatial Sciences

Effective Catalog Year

2025-2026

Program Title

Geology (BS)

Program Credits

120

CIP Code

40.0605 - Hydrology and Water Resources Science.

Emphasis/Option CIP Code(s)**Code(s)**

40.0601

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
ENGL 3180	Science Writing	3
GEOG 3850	Foundations of GIS	3
GEOL 1102	Historical Geology	3
GEOL 1102L	Historical Geology Lab	1
GEOL 2490	Mineralogy and Optical Mineralogy	4
GEOL 3020	Field Geology Methods	3
GEOL 3240	Principles of Stratigraphy and Sedimentation	4
GEOL 3260	Igneous and Metamorphic Petrology	4
GEOL 3450	Structural Geology	4
GEOL 4900	Geology Field Camp	3
MATH 1143	Precalculus I: Algebra	3
MATH 1170	Calculus I	4
Select one of the following:		4
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab	
GEOL 1110 & 1110L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
Select one of the following:		4
PHYS 1111 & 1111L	General Physics I and General Physics I Lab	
PHYS 2110 & 2110L	Engineering Physics I and Laboratory Physics I	
Options		
Select one of the following options:		23-56
Physical Geology (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#physicalgeology)		
Energy Resiliency (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#energyresiliency)		
Environmental Hydrogeology (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#environmentalhydrogeology)		
Sustainable Mining and Earth Resource Management (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#sustainableminingandearthresourcemanagement)		
Geological Education (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#geologicaleducation)		
Mining Geologist (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#sustainableminingandearthresourcemanagement)		

Total Hours**74-107**

A. Physical Geology

Code	Title	Hours
Select 6 credits from 3000- or 4000-level GEOL courses.		6
Select 30-32 credits of GEOL or HYDR courses		30-32
Total Hours		36-38

B. Energy Resiliency Option

Code	Title	Hours
GEOL 2120	Paleontology: Dinosaurs and Prehistoric Life	4
GEOL 4620	Petroleum Systems and Energy Transitions	3
GEOL 4710	Ore Deposits and Exploration	3
GEOG 3130	Global Climate Change	3
GEOG 4880	Geography of Energy Systems	3
GEOG 4350	Climate Change Mitigation	3
ENGR 2150	Elements of Materials Science	3
MSE 438	Fundamentals of Nuclear Materials	3
ENVS 4840	History of Energy	3
ENVS 4850	Energy Efficiency and Conservation	3
ENVS 4150	Environmental Lifecycle Assessment	3
GEOL 318	Economic Geology	3
Total Hours		37

Courses to total 120 credits for this degree

C. Environmental Hydrogeology Option

Code	Title	Hours
GEOL 3090	Ground Water Hydrology	3
GEOL 3610	Geology and the Environment	3
HYDR 4090	Quantitative Hydrogeology	3
GEOL 4100	Groundwater Field Methods	3
HYDR 4120	Environmental Hydrogeology	3
GEOL 4280	Geostatistics	3
GEOL 4310	Chemical Hydrogeology	3
GEOL 4350	Glaciology and the Dynamic Frozen Earth	3
or GEOL 4740	Stable Isotopes in the Environment	
Select two courses from the following:		6-7
MATH 1750	Calculus II	
STAT 2510	Statistical Methods	
STAT 3010	Probability and Statistics	
Select one of the following:		4
PHYS 1112 & 1112L	General Physics II and General Physics II Lab	
PHYS 2120 & 2120L	Engineering Physics II and Laboratory Physics II	
Select one elective from the following:		6-8
GEOG 3010	Meteorology	
GEOG 4010	Climatology	
MATH 2750	Calculus III	
MATH 3100	Ordinary Differential Equations	
MATH 3300	Linear Algebra	
CHEM 1120 & CHEM 112L	General Chemistry II and General Chemistry II Laboratory	
CHEM 2750 & CHEM 2760	Carbon Compounds and Carbon Compounds Lab	

CHEM 2770 & CHEM 2780	Organic Chemistry I and Organic Chemistry I: Lab	
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Total Hours 40-43

Courses to total 120 credits for this degree

D. Sustainable Mining and Earth Resource Management Option

Code	Title	Hours
CE 1110	Civil Engineering Drafting	3
CE 2110	Engineering Surveying	3
GEOE 4650	Excavation and Materials Handling	3
GEOE 4990 or GEOL 4980 or GEOL 4000	Directed Study Senior Thesis Seminar	2
GEOG 3500	Sustainability of Global Development	3-4
GEOL 3610	Geology and the Environment	3
GEOL 4470 or GEOL 4740	Geochronology and Thermochronology Stable Isotopes in the Environment	3
GEOL 4620	Petroleum Systems and Energy Transitions	3
GEOL 4710	Ore Deposits and Exploration	3
GEOL 4280	Geostatistics	3
HYDR 4120	Environmental Hydrogeology	3
FOR 2800 or REM 2800	Properties of Artificial Growth Media Introduction to Wildland Restoration	1
NRS 4880 or ENVS 4790	NEPA in Policy and Practice Introduction to Environmental Regulations	3
GEOL 318	Economic Geology	3
GEOL 3100	Geological Core Logging	1

Total Hours 40-41

E. Geological Education Option

Code	Title	Hours
BIOL 1150	Cells and the Evolution of Life	3
BIOL 1150L	Cells and the Evolution of Life Laboratory	1
GEOG 1000	Introduction to Planet Earth	3
GEOG 1000L	Introduction to Planet Earth Lab	1
GEOG 4010	Climatology	3
GEOL 2120	Paleontology: Dinosaurs and Prehistoric Life	4
GEOL 3350	Geomorphology	3
PHYS 1030	General Astronomy	3
PHYS 1040	Astronomy Lab	1
PLSC 2050	General Botany	4
Select one of the following:		3-4
MATH 1750	Calculus II	
MATH 3300	Linear Algebra	
STAT 2510	Statistical Methods	

Total Hours 29-30

F. Mining Geologist

Code	Title	Hours
ENGR 2100	Engineering Statics	3
CE 1110	Civil Engineering Drafting	3
CE 2110	Engineering Surveying	3
GEOE 4070	Rock Mechanics	3
GEOE 4650	Excavation and Materials Handling	3
GEOL 3100	Geological Core Logging	1
GEOL 318	Economic Geology	3
GEOL 410	Groundwater Field Methods	3

GEOE 4280 or GEOL 4220	Geostatistics Principles of Geophysics	3
GEOL 4620	Petroleum Systems and Energy Transitions	3
GEOL 4710	Ore Deposits and Exploration	3
MATH 1750	Calculus II	4
ENGR 2200	Engineering Dynamics	3
ENGR 3500	Engineering Mechanics of Materials	3
GEOL 3610	Geology and the Environment	3

Total Hours **44**

Courses to total 120 credits for this degree

Degree Maps:

Physical Geology Option

		Hours
Fall Term 1		
ENGL 1101	Writing and Rhetoric I	3
MATH 1143	Precalculus I: Algebra	3
GEOL 1101 or GEOL 1110	Physical Geology or Physical Geology for Science Majors	3
GEOL 1101L or GEOL 1110L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
GEOG 1650 or GEOG 2000	Human Geography ((Recommended Social & Behavioral Ways of Knowing and International Course)) or World Cultures and Globalization	3
MATH 1144	Precalculus II: Trigonometry	1
Hours		14
Spring Term 1		
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
ENGL 1102	Writing and Rhetoric II	3
GEOL 1102	Historical Geology	3
GEOL 1102L	Historical Geology Lab	1
MATH 1170	Calculus I	4
Hours		15
Fall Term 2		
PHYS 1111 or PHYS 2211	General Physics I or Course PHYS 2211 Not Found	3
PHYS 1111L or PHYS 2211L	General Physics I Lab or Course PHYS 2211L Not Found	1
Humanistic and Artistic Ways of Knowing		3
Elective in GEOL/HYDR		4
Elective in GEOL/HYDR		3
Hours		14
Spring Term 2		
GEOL 2490	Mineralogy and Optical Mineralogy	4
GEOL 3450	Structural Geology	4
Elective in GEOL/HYDR		3
Humanistic & Artistic Ways of Knowing Course		3
Hours		14
Summer Term 2		
GEOL 3020	Field Geology Methods	3
Hours		3
Fall Term 3		
GEOL 3240	Principles of Stratigraphy and Sedimentation	4
GEOL 3260	Igneous and Metamorphic Petrology	4
Elective in UPDV GEOL		3
Elective in GEOL/HYDR		3
Hours		14
Spring Term 3		
ENGL 3180	Science Writing	3
American Diversity Course		3
Elective in UPDV GEOL		3
Elective in GEOL/HYDR		3
Oral Communication Course		3
Hours		15

Summer Term 3			
GEOL 4900	Geology Field Camp		3
	Hours		3
Fall Term 4			
GEOG 3850	Foundations of GIS		3
Elective in GEOL/HYDR			3
Elective in GEOL/HYDR			3
Elective in GEOL/HYDR			3
International Course (if needed)			3
	Hours		15
Spring Term 4			
Elective in GEOL/HYDR			3
Elective in GEOL/HYDR			3
Social & Behavioral Ways of Knowing Course			3
Elective Course			3
Elective Course			1
	Hours		13
	Total Hours		120

Energy Resiliency Option

Fall Term 1			Hours
ENGL 1101	Writing and Rhetoric I		3
GEOG 1650 or GEOL 2000	Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or Seminar		3
MATH 1143	Precalculus I: Algebra		3
MATH 1144	Precalculus II: Trigonometry		1
(GEOL 1101 AND GEOL 1101L) OR (GEOL 1110 AND GEOL 1110L)			4
	Hours		14
Spring Term 1			
ENGL 1102	Writing and Rhetoric II		3
CHEM 1111	General Chemistry I		3
CHEM 1111L	General Chemistry I Laboratory		1
GEOL 1102	Historical Geology		3
GEOL 1102L	Historical Geology Lab		1
MATH 1170	Calculus I		4
	Hours		15
Fall Term 2			
GEOL 2120	Paleontology: Dinosaurs and Prehistoric Life		4
ENGR 2150	Elements of Materials Science		3
GEOL 3180	Course GEOL 3180 Not Found		3
(PHYS 1111 AND PHYS 1111L) OR (PHYS 2211 AND PHYS 2211L)			4
	Hours		14
Spring Term 2			
GEOL 2490	Mineralogy and Optical Mineralogy		4
GEOL 3450	Structural Geology		4
GEOG 3850	Foundations of GIS		3
Social and Behavioral Ways of Knowing Course			3
	Hours		14
Summer Term 2			
GEOL 3020	Field Geology Methods		3
	Hours		3
Fall Term 3			
GEOG 3130	Global Climate Change		3
GEOL 3240	Principles of Stratigraphy and Sedimentation		4
GEOL 3260	Igneous and Metamorphic Petrology		4
GEOL 4620	Petroleum Systems and Energy Transitions		3
	Hours		14
Spring Term 3			
ENGL 3180	Science Writing		3
MSE 4380	Course MSE 4380 Not Found		3
American Diversity Course			3
Humanistic and Artistic Ways of Knowing Course			3
Oral Communication Course			3
	Hours		15
Summer Term 3			
GEOL 4900	Geology Field Camp		3
	Hours		3

Fall Term 4

GEOL 4710	Ore Deposits and Exploration	3
GEOG 4350	Climate Change Mitigation	3
ENVS 4850	Energy Efficiency and Conservation	3
GEOG 3500	Sustainability of Global Development (Recommended)	3
Humanistic and Artistic Ways of Knowing		3

Hours **15**

Spring Term 4

ENVS 4840	History of Energy	3
GEOG 4880	Geography of Energy Systems	3
ENVS 4150	Environmental Lifecycle Assessment	3
Elective Course		4

Hours **13**

Total Hours **120**

Environmental Hydrogeology Option**Fall Term 1**

ENGL 1101	Writing and Rhetoric I	3
GEOL 1101 or GEOL 1110	Physical Geology or Physical Geology for Science Majors	3
GEOL 1101L or GEOL 1110L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
MATH 1143	Precalculus I: Algebra	3
MATH 1144	Precalculus II: Trigonometry	1
Humanistic and Artistic Ways of Knowing Course		3
Oral Communication Course		3

Hours **17**

Spring Term 1

CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
ENGL 1102	Writing and Rhetoric II	3
GEOL 1102	Historical Geology	3
GEOL 1102L	Historical Geology Lab	1
MATH 1170	Calculus I	4

Hours **15**

Fall Term 2

GEOL 3090	Ground Water Hydrology	3
MATH 1750 or STAT 2510 or STAT 3010	Calculus II or Statistical Methods or Probability and Statistics	4
(PHYS 1111 AND PHYS 1111L) OR (PHYS 2211 AND PHYS 2211L)		4
Social and Behavioral Ways of Knowing Course		3

Hours **14**

Spring Term 2

GEOL 2490	Mineralogy and Optical Mineralogy	4
GEOL 3450	Structural Geology	4
STAT 2510 or MATH 1750 or STAT 3010	Statistical Methods or Calculus II or Probability and Statistics	3
(PHYS 1112 AND PHYS 1112L) OR (PHYS 2211 AND PHYS 2211L)		4

Hours **15**

Summer Term 2

GEOL 3020	Field Geology Methods	3
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Hours **3**

Fall Term 3

GEOL 3240	Principles of Stratigraphy and Sedimentation	4
GEOL 3260	Igneous and Metamorphic Petrology	4
GEOL 3610	Geology and the Environment	3
ENGL 3180	Science Writing	3

Hours **14**

Spring Term 3

GEOL 4740 or GEOL 4350	Stable Isotopes in the Environment or Glaciology and the Dynamic Frozen Earth	3
HYDR 4120	Environmental Hydrogeology	3
GEOG/MATH/CHEM, Major Elective Course		3
Social and Behavioral Ways of Knowing Course		3
American Diversity Course		3

Hours **15**

Summer Term 3		
GEOL 4900	Geology Field Camp	3
	Hours	3
Fall Term 4		
GEOG 3850	Foundations of GIS	3
GEOL 4100	Groundwater Field Methods	3
HYDR 4090	Quantitative Hydrogeology	3
Humanistic and Artistic Ways of Knowing		3
	Hours	12
Spring Term 4		
GEOL 4280	Geostatistics	3
GEOL 4310	Chemical Hydrogeology	3
International Course (GEOG 3500 recommended)		3
Elective Course		3
	Hours	12
	Total Hours	120

Sustainable Mining and Earth Resource Management Option

Freshman		
Fall Term 1		Hours
ENGL 1101	Writing and Rhetoric I	3
MATH 1143	Precalculus I: Algebra	3
MATH 1144	Precalculus II: Trigonometry	1
GEOL 1101 or GEOL 1110	Physical Geology or Physical Geology for Science Majors	3
GEOL 1101L or GEOL 1110L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
GEOG 1650 or GEOG 2000	Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization	3
Oral Communication Course		3
	Hours	17
Spring Term 1		
ENGL 1102	Writing and Rhetoric II	3
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
GEOL 1102	Historical Geology	3
GEOL 1102L	Historical Geology Lab	1
MATH 1170	Calculus I	4
	Hours	15
Sophomore		
Fall Term 2		
GEOL 3180	Course GEOL 3180 Not Found	3
GEOL 3240	Principles of Stratigraphy and Sedimentation	4
PHYS 1111 or PHYS 2211	General Physics I or Course PHYS 2211 Not Found	3
PHYS 1111L or PHYS 2211L	General Physics I Lab or Course PHYS 2211L Not Found	1
Humanistic and Artistic Ways of Knowing Course		3
	Hours	14
Spring Term 2		
GEOL 2490	Mineralogy and Optical Mineralogy	4
GEOL 3450	Structural Geology	4
GEOG 3850	Foundations of GIS	3
CE 1110	Civil Engineering Drafting	3
	Hours	14
Summer Term 2		
GEOL 3020	Field Geology Methods	3
	Hours	3
Junior		
Fall Term 3		
CE 2110	Engineering Surveying	3
GEOL 3260	Igneous and Metamorphic Petrology	4
GEOL 3610	Geology and the Environment	3
GEOL 4620	Petroleum Systems and Energy Transitions	3
	Hours	13
Spring Term 3		
ENGL 3180	Science Writing	3

FOR 2800 or REM 2800	Properties of Artificial Growth Media or Introduction to Wildland Restoration	1
GEOL 4980 or GEOL 4000 or GEOE 4990	Senior Thesis or Seminar or Directed Study	2
American Diversity Course		3
Social and Behavioral Ways of Knowing Course		3
	Hours	12
Summer Term 3		
GEOL 4900	Geology Field Camp	3
	Hours	3
Senior		
Fall Term 4		
GEOE 4650	Excavation and Materials Handling	3
GEOL 3100	Geological Core Logging	1
GEOL 4710	Ore Deposits and Exploration	3
ENVIS 4790 or NRS 4880	Introduction to Environmental Regulations or NEPA in Policy and Practice	3
HYDR 4120	Environmental Hydrogeology	3
	Hours	13
Spring Term 4		
GEOG 3500	Sustainability of Global Development	3
GEOL 4280	Geostatistics	3
GEOL 4740 or GEOL 4470	Stable Isotopes in the Environment or Geochronology and Thermochemistry	3
Humanistic and Artistic Ways of Knowing		3
Elective Course		4
	Hours	16
	Total Hours	120

Geological Education Option

Fall Term 1		Hours
ENGL 1101	Writing and Rhetoric I	3
MATH 1143	Precalculus I: Algebra	3
MATH 1144	Precalculus II: Trigonometry	1
(GEOL 1101 AND GEOL 1101L) OR (GEOL 1110 AND GEOL 1110L)		4
Oral Communication Course		3
	Hours	14
Spring Term 1		
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
ENGL 1102	Writing and Rhetoric II	3
GEOL 1102	Historical Geology	3
GEOL 1102L	Historical Geology Lab	1
MATH 1170	Calculus I	4
	Hours	15
Fall Term 2		
BIOL 1150	Cells and the Evolution of Life	3
BIOL 1150L	Cells and the Evolution of Life Laboratory	1
GEOL 2490	Mineralogy and Optical Mineralogy	4
(PHYS 1111 AND PHYS 1111L) OR (PHYS 2211 AND PHYS 2211L)		4
Humanistic and Artistic Ways of Knowing Course		3
	Hours	15
Spring Term 2		
GEOG 1000	Introduction to Planet Earth	3
GEOG 1000L	Introduction to Planet Earth Lab	1
GEOL 2120	Paleontology: Dinosaurs and Prehistoric Life	4
GEOL 3260	Igneous and Metamorphic Petrology	4
Social and Behavioral Ways of Knowing Course		3
	Hours	15
Summer Term 2		
GEOL 3020	Field Geology Methods	3
	Hours	3
Fall Term 3		
ENGL 3180	Science Writing	3
GEOG 3850	Foundations of GIS	3
GEOL 3240	Principles of Stratigraphy and Sedimentation	4
GEOL 3450	Structural Geology	4

MATH 1750 OR MATH 3300 OR STAT 2510		3
Hours		17
Spring Term 3		
GEOL 3350	Geomorphology	3
Social and Behavioral Ways of Knowing Course		3
International Course		3
Elective Course		4
Hours		13
Summer Term 3		
GEOL 4900	Geology Field Camp	3
Hours		3
Fall Term 4		
GEOL 4230	Principles of Geochemistry (Recommended)	3
PHYS 1030	General Astronomy	3
PHYS 1040	Astronomy Lab	1
American Diversity Course		3
Elective Course		3
Hours		13
Spring Term 4		
GEOG 4010	Climatology	3
PLSC 2050	General Botany	4
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		2
Hours		12
Total Hours		120

Mining Geologist Option

Freshman

		Hours
Fall Term 1		
ENGL 1101	Writing and Rhetoric I	3
GEOL 1110	Physical Geology for Science Majors	3
GEOL 1110L	Physical Geology for Science Majors Lab	1
GEOG 1650	Human Geography	3
MATH 1143	Precalculus I: Algebra	3
MATH 1144	Precalculus II: Trigonometry	1
Oral Communication Course		3
Hours		17

Spring Term 1

ENGL 1102	Writing and Rhetoric II	3
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
GEOL 1102	Historical Geology	3
GEOL 1102L	Historical Geology Lab	1
MATH 1170	Calculus I	4
Hours		15

Sophomore

Fall Term 2		
MATH 1750	Calculus II	4
PHYS 2110	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1
Humanistic and Artistic Ways of Knowing		3
Societal Ways of Knowing		3
Hours		14

Spring Term 2

CE 1110	Civil Engineering Drafting	3
GEOL 2490	Mineralogy and Optical Mineralogy	4
Humanistic and Artistic Ways of Knowing		3
American Diversity		3
Hours		13

Summer Term 2

GEOL 3020	Field Geology Methods	3
GEOG 3850	Foundations of GIS	3
Hours		6

Junior

Fall Term 3		
CE 2110	Engineering Surveying	3
ENGR 2100	Engineering Statics	3

GEOL 3260	Igneous and Metamorphic Petrology	4
GEOL 3100	Geological Core Logging	1
GEOL 4620	Petroleum Systems and Energy Transitions	3
GEOL 3180	Course GEOL 3180 Not Found	3
GEOL 3610	Geology and the Environment	3
Hours		20
Spring Term 3		
ENGL 3180	Science Writing	3
ENGR 2200	Engineering Dynamics	3
GEOL 3240	Principles of Stratigraphy and Sedimentation	4
ENGR 3500	Engineering Mechanics of Materials	3
Hours		13
Summer Term 3		
GEOL 4900	Geology Field Camp	3
Hours		3
Senior		
Fall Term 4		
GEOE 4650	Excavation and Materials Handling	3
GEOL 4710	Ore Deposits and Exploration	3
GEOL 3450	Structural Geology	4
GEOL 410	Groundwater Field Methods	3
Hours		13
Spring Term 4		
GEOL 4280 or GEOE 4280	Geostatistics or Geostatistics	3
GEOE 4070	Rock Mechanics	3
Hours		6
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?

Yes

Learning Objectives

1. Graduates will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes through written assessments, practical applications, and/or projects.
2. Graduates will demonstrate proficiency in discipline-specific skills—including field methods, laboratory techniques, geospatial analysis, experimentation, and data analysis—through practical assessments and projects that address geological problems and career-specific technical skills.
3. Graduates will apply spatial reasoning, temporal reasoning, systematic thinking, and data analysis to solve complex geologic problems in real-world and simulated contexts.
4. Graduates will design and execute geological projects, collaborate with interdisciplinary teams, and effectively communicate their methodologies and results to both scientific and non-scientific audiences.

Assessment Approaches:

Indirect Assessment:

Assessment of (1) will occur through summary grades in introductory coursework associated with the core courses GEOL 101/101L, GEOL 111/111L, and GEOL 102/102L. This will focus on courses that provide a foundation in the fundamental concepts in geological and physical systems, as evidenced by assignments, exams and final grades in these 100 level courses.

Assessment of (2 and 3) will occur through projects and proficiency in laboratory and field skills in the upper division core courses GEOG 385 and GEOL 302, respectively.

Assessment of (4) will occur through summary grades in required coursework in written and oral communication: This will focus on ENGL 318, other Gen Ed Comm requirements, and the degree capstone.

Further indirect assessment that will provide data on (1-4) include:

Summary grades in required courses in mathematics and statistics: This will focus on grades in MATH 143 (or higher) and MATH 170 (or higher).

Career Placement Rates: We will collect data on graduate school and career placement rates.

Survey of Graduating Seniors: An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

Direct Assessment:

In addition, each of 1-4 will be evaluated through a series of direct assessment approaches:

Student Self Reflections: Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., we will ask students to name the three most important things they have learned in a program).

Capstone and Integrative Projects: We will use our courses with integrative projects (e.g., GEOL 324, 326, 454, among others) and our capstone experience course (GEOL 490) to enable direct assessment of the quality of our degree program and the degree to which students have mastered the four degree Learning Outcomes. We will create a rubric (1-2 pages) to assess the effectiveness of the students skills during their capstone experience. The rubric will be used to help the faculty evaluate and improve courses and course offerings within the degree.

Case Study Analysis: In the core and option areas we have several courses that require students to participate in case studies. For example, in the elective course GEOL 454 students must complete two case studies looking at monitoring smoke transport from wildfires and in another elective course GEOL 467 students evaluate different evacuation and management plans (or after) volcanic eruptions.

Observations from laboratory work: Students will be evaluated on their ability to use the material learned throughout their degree program in courses that require laboratory work, field work. For example, students in GEOL 212 participate in reconstructing a mammoth fossil and in the core course GEOL 249 students have to show proficiency in identifying different rocks and minerals.

Alumni Career Survey: We will work with the UI Alumni Office to conduct rolling surveys of at 3-, 5-, and 10-years post-graduate to assess whether graduates are working in careers relevant to the degree. Through this direct measure process, we will also invite past graduates to comment on their perceptions of strengths and weaknesses in the curricula to enable continual improvement.

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 rationale 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 proposal for the Mining Geologist Option is part of a wider effort to offer an expanded range of mining related curricula to meet the demands of industry in the state and broader region. The plan is to have 3 related options: Geology: Sustainable Mining and Earth Resource Management that provides geologists with a range of management related topics such as environmental regulations and post-mining restoration, BS Geological (and Mining) Engineering [proposed] that will provide students with an ABET accredited degree, and this proposed new option in Geology: Mining Geologist as a way to provide geologists more background experience in engineering topics related to careers in mining geology.

We seek this 132 credit option in order for graduates to both meet the fundamentals of geology (FG) certification and meet the requirements of the California engineering geologist certification (no similar certification exists in Idaho: Required education - graduation from college with major work in geology, engineering geology, or a closely related field that includes coursework in geology).

This is not an engineering major and students interested in an ABET/PE degree, will be directed to the proposed BS in Geological (and Mining) Engineering that is being developed in partnership between the Department of Civil and Environmental Engineering and the Department of Earth and Spatial Sciences. Although the option name of engineering geologist is more common (e.g., Idaho State University's Geology: Engineering Geology), the name of Mining Geologist was selected to avoid any confusion with the complimentary proposed new BS in engineering.

This option has been created in partnership with North Idaho College, where we have already identified courses to be taken as part of a 2:2 pathway.

This is an additional option. We are keeping all existing options.

For the change to the Physical Geology option, removing the list simplifies the advising process.

We further have adjusted the learning outcomes to make them more measurable and have provided details on indirect and direct assessment approaches.

Supporting Documents

2024 Perpetua U of I Letter of Support.pdf
U of Idaho mining geology letter.pdf

Reviewer Comments

Grant Harley (gharley) (Thu, 12 Sep 2024 21:17:45 GMT): Rollback: Add in changes just approved on 9/12/2024.

Christine Slater (cslater) (Wed, 18 Sep 2024 19:14:29 GMT): Rollback: These student learning outcomes would benefit by adding how they will be measured. How will the student demonstrate their proficiency? Adding this will provide clarity for the student as well will help inputting these in Anthology and for subsequent program review. These are suggestions for revision so if they don't reflect your intention, please edit accordingly. 1. Content Knowledge • "Graduates will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes." • Strengths: This is clear and specifies key content areas. • Suggestions: To make this more measurable, consider adding a way to assess the "demonstration" of knowledge, e.g., through specific assessments, projects, or applications. Revised: "Graduates will demonstrate fundamental content knowledge of geologic time, Earth materials and structure, and Earth systems and processes through written assessments, practical applications, and/or projects." 2. Discipline-Specific Skills • "Graduates will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers." • Strengths: Comprehensive and specific to geological skills. • Suggestions: You might consider being more explicit about how proficiency is measured or demonstrated. Revised: "Graduates will demonstrate proficiency in discipline-specific skills—including field methods, laboratory techniques, geospatial analysis, experimentation, and data analysis—through practical assessments and projects that address geological problems and career-specific technical skills." 3. Problem-Solving Skills • "Graduates will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis." • Strengths: Focuses on key reasoning and analytical skills. • Suggestions: This outcome could specify the types of problems or contexts in which these skills will be applied. Revised: "Graduates will apply spatial reasoning, temporal reasoning, systematic thinking, and data analysis to solve complex geologic problems in real-world and simulated contexts." 4. Project Management and Communication • "Graduates will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences." • Strengths: Highlights collaboration and communication, which are important. • Suggestions: Clarify what kinds of projects and the types of audiences (e.g., scientific, public) to ensure measurable and diverse outcomes. Revised: "Graduates will design and execute geological projects, collaborate with interdisciplinary teams, and effectively communicate their methodologies and results to both scientific and non-scientific audiences." Overall Feedback: • Adding specificity around how students will demonstrate these skills (e.g., types of assessments) and ensuring measurability would make them more effective. • Action verbs like "demonstrate," "apply," and "communicate" are well-chosen to focus on student capabilities.

Rebecca Frost (rfrost) (Thu, 10 Oct 2024 00:00:01 GMT): Updated maps to 4-digit course numbers. Unable to enforce not counting ENGL 101 and MATH 143 on a single option in a major. Both courses are required for Idaho State Gen Ed and should not be excluded by a department for certain majors.

Rebecca Frost (rfrost) (Thu, 10 Oct 2024 18:45:55 GMT): Rollback: Degree Audit cannot exclude general education courses for one option within a major. Both ENGL 101 and MATH 143 are contained in the state required gen eds, with ENGL 101 being explicitly required. Excluding these courses from the overall count does not change the student requirement to meet these whether through testing, dual credit, or AP. Excluding them from counting misrepresents the real total course credits required.

Sande Schlueter (sandeschlueter) (Tue, 29 Oct 2024 18:13:49 GMT): updated rationale language to reflect total number of credits required for the Mining Geologist option to be 132 and removed reference to exclusion of ENGL 101/1010 and Math 143/1430 (confirmed with EMittelstaedt/GGorzelsky)

Sydney Beal-Coles (sbeal) (Thu, 07 Nov 2024 18:05:14 GMT): Updated curriculum with four-digit course numbers

Nichole Vietz (nvietz) (Tue, 07 Jan 2025 20:16:20 GMT): 1/7/25 nv: per UCC conditions and confirmation from Alistair Smith, minor adjustments made to the curriculum to bring total credit hours to 120 as requested.

Key: 239



405 S. 8th Street | Boise, ID 83702 | Tel:208-901-3060

December 13, 2024

TJ Bliss, Ph.D.
Chief Academic Officer
Idaho State Board of Education

Dear Dr. Bliss,

As President and CEO of Perpetua Resources, I am affirming Perpetua's support for the Department of Earth and Spatial Science at the University of Idaho's appeal in front of the Idaho Certification Committee to establish a Mining Geologist certification.

We are at a crucial juncture: it has perhaps never been more important to help advance the educational and technological capabilities of the next generation of mining professionals. Domestic production of mineral resources begins with providing education and training opportunities for students to meet world-leading standards in health and safety, environmental regulation and technical proficiency.

The creation of a Mining Geologist specialization under a BS Geology degree would make a significant difference toward preparing the next generation of mining geologists who will unlock a new era of national, energy, and mineral security for the United States. Moreover, it will give employers confidence that prospective employees have an appropriate foundation to their education that can be refined with on-the-job training and understanding of site-specific conditions. The proposed suite of classes comprehensively addresses the necessary focus areas.

From an industry perspective, it is beneficial for students to understand mining from a holistic perspective, beginning with mandatory health and safety training per the Mining Safety and Health Administration (MSHA) requirements. It is also important to learn of the economics of mineral resource development and its relevance to global material and energy demands, and how those have changed - and will continue to



change - over time. Students pursuing the Mining Geologist specialization will also have the best start in the field having experience with mining-focused geology courses, such as core logging, ore deposits, exploration, rock mechanics and materials handling. Proposed content addressing environmental issues is integral in a nation with unmatched environmental regulatory standards. With this educational experience and background, the University of Idaho will be giving Idaho students the best possible opportunity to succeed in the mining industry.

Based in Idaho, Perpetua Resources is developing the Stibnite Gold Project in Valley County, Idaho. Once in operation, the gold and antimony project will require 500-600 direct employees and Perpetua Resources has committed to hiring local whenever possible. We recognize this requires supporting the development of Idaho's next generation of professionals in higher education at institutions like the University of Idaho.

We reiterate our strong support for the University of Idaho as they work to help set up the next generation of geologists for successful mining careers right here in the Gem State.

Sincerely,

A handwritten signature in blue ink, which appears to read "Jon Cherry". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jon Cherry
President and CEO
Perpetua Resources

September 13, 2024

TJ Bliss, Ph.D.
Chief Academic Officer, Idaho State Board of Education

RE: Mining Geologist degree

Dear Dr. Bliss,

I am a 1982 graduate of the University of Idaho's College of Mines, receiving a degree in Mining Engineering. I have also been honored by being inducted into the U of Idaho College of Engineering's Academy of Engineers (2018) as well as being named a 2021 recipient of the University of Idaho's Silver and Gold Award. I have worked in mining since graduation, in positions such as general manager and COO. I was privileged to be the President of the Society for Mining, Metallurgy and Exploration (2016) and have received several awards from them and other mining societies. I tell you this so that you understand that my ties to Idaho, the University and mining are deep.

In addition to my support for the Geologic Engineering degree at the University of Idaho I would like to express my support for the proposed Mining Geologist Degree. From looking at the curriculum I can see a great demand for individuals with this type of educational background. The marriage of practical geology and some basic engineering would result in a "field ready" geologist that our industry desperately needs.

With recent [actions](#)¹ from China, mining and Idaho are going to be vitally important to finding and producing critical minerals in the near future. Our mining workforce is the most urgent need in the mining community currently. The US needs more mining focused graduates entering the workforce to maintain this essential industry to Idaho and the nation.

Please contact me if you have any questions. Let me conclude by saying that Barr Engineering (1100+ engineers and scientists) and I are fully supportive of the University of Idaho creating a Mining Geologist program.

Timothy D. Arnold, P.E.
Barr Engineering Co.
Mining Engineering '82
775 385 1767
TArnold@Barr.com

¹ <https://www.nytimes.com/2024/12/03/world/asia/china-minerals-semiconductors.html>

577: MATERIAL BEHAVIOR AND PERFORMANCE UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@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; sandeschlueter@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. Tue, 03 Sep 2024 18:43:29 GMT
Eric Wolbrecht (ewolbrec): Rollback to Initiator
2. Thu, 05 Sep 2024 22:53:12 GMT
Eric Wolbrecht (ewolbrec): Approved for 130 Chair
3. Mon, 23 Sep 2024 18:39:19 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
4. Mon, 23 Sep 2024 18:41:56 GMT
Suzanna Long (long): Approved for 08 Dean
5. Mon, 23 Sep 2024 19:15:49 GMT
Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:45:45 GMT
Nicole Remy (nremy): Approved for DLI
7. Wed, 23 Oct 2024 21:30:24 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 31 Oct 2024 16:45:23 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 04 Nov 2024 18:41:57 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Wed, 13 Nov 2024 16:21:01 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Thu, 21 Nov 2024 17:45:41 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Sep 2024 21:59:08 GMT

Viewing: 577 : Material Behavior and Performance Undergraduate Academic Certificate

Last edit: Wed, 13 Nov 2024 16:26:50 GMT

Changes proposed by: Vibhav Durgesh

Faculty Contact

Faculty Name	Faculty Email
Vibhav Durgesh	vdurgesh@uidaho.edu

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

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Mechanical Engineering

Effective Catalog Year

2025-2026

Program Title

Material Behavior and Performance 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

14.1901 - Mechanical 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

Describe the financial impact

Not applicable.

Curriculum:

This certificate is designed to provide undergraduate students with specialized knowledge and skills in material behavior and performance, which are applicable in several industries (e.g. manufacturing, aerospace, and advanced materials). This certificate program is intended to prepare students for careers in this or related fields, as well as future graduate studies in this field.

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
Select 12 credits from the following:		
ME 4150	Materials Selection and Design	12
NE 438	Fundamentals of Nuclear Materials	

ME 4420	Introduction to Aircraft Materials
ME 4610	Fatigue and Fracture Mechanics
ME 4660	Compliant Mechanism Design
ME 4950	Mechanics in Design and Manufacturing

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?

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.

1 - Attain career advancement in material behavior and performance engineering or related fields based on knowledge and skills gained from the certificate.

2 - Ability to understand and evaluate the performance of engineering materials and use that knowledge to inform product or component design using fundamental engineering principles while following real-world constraints.

3 - Ability to effectively communicate with clients, engineers, or the public on topics related to material behavior and performance and related fields.

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

The assessment process for this certificate will include an annual review of course content, student work, and student feedback. This will provide the department with insight into students' knowledge of Material Behavior and performance. A review summary will be shared with our Mechanical Engineering Advisory Board members and other industrial partners, who will provide feedback and guidance toward future certificate modification

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

Annual feedback from the Mechanical Engineering Advisory board, including recommendations, will be taken into consideration by the department and help inform changes and improvements to the certificate. An important aspect of these classes is the ability of the students to learn modern engineering topics, therefore, continuous improvement and refinement of the certificate is necessary.

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

Exams, assignments, presentations, and/or team/individual projects will be required for all the relevant classes and graded regularly. Both required courses, and several optional courses, include hands-on engagement and require both oral and verbal communication of learning.

When will assessment activities occur and at what frequency?

Course assessments will occur each time a course is offered. During an annual meeting of the department, individual course assessments will be discussed during the overall evaluation of the certificate.

Student Learning Outcomes

Learning Objectives

1 - Attain career advancement in material behavior and performance engineering or related fields based on knowledge and skills gained from the certificate.

2 - Ability to understand and evaluate the performance of engineering materials and use that knowledge to inform product or component design using fundamental engineering principles while following real-world constraints.

3 - Ability to effectively communicate with clients, engineers, or the public on topics related to material behavior and performance and related fields.

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 rationale 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 undergraduate students with specialized knowledge and skills in material behavior and performance, which has application in several industries (eg. manufacturing, aerospace, advanced materials, etc.). This certificate program is intended to prepare students for careers in this or related fields, as well as future graduate studies in this field.

The department currently offers the proposed courses required for the certificate, and these courses already have the required materials. Furthermore, the department has approved a reduction of required courses in lieu of more technical electives, including those in this certificate. Therefore, we anticipate that the proposed certificate program will not add additional workload to the department.

Reviewer Comments

Eric Wolbrecht (ewolbrec) (Tue, 03 Sep 2024 18:43:29 GMT): Rollback: Per vote in ME dept mtg, I removed ME 458 FEA and added NE 438 Nuclear Materials. Please double-check.

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:27:16 GMT): corrected self-support fee yes to no as per email confirmation from EWolbrecht

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:27:31 GMT): Program Description: This certificate is designed to provide undergraduate students with specialized knowledge and skills in material behavior and performance, which are applicable in several industries (e.g. manufacturing, aerospace, advanced materials, etc.). This certificate program is intended to prepare students for careers in this or related fields, as well as future graduate studies in this field. All required coursework must be completed with a grade of 'C' or better (O-10-a).

Sydney Beal-Coles (sbeal) (Mon, 04 Nov 2024 18:33:46 GMT): Reformatted curriculum to standard catalog formatting

Sydney Beal-Coles (sbeal) (Wed, 13 Nov 2024 16:26:50 GMT): Removed ME 4390 due to concerns about its course proposal not passing and per communication with Eric Wolbrecht

Key: 577

583: RANGELAND MANAGEMENT UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (shook@uidaho.edu)
3. 11 Dean (drbecker@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; sandeschlueter@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. Mon, 16 Sep 2024 12:48:22 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Mon, 16 Sep 2024 16:26:25 GMT
Steven Shook (shook): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Mon, 16 Sep 2024 16:41:36 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
4. Fri, 27 Sep 2024 17:48:54 GMT
Steven Shook (shook): Approved for 11 Curriculum Committee Chair
5. Fri, 27 Sep 2024 19:59:39 GMT
Dennis Becker (drbecker): Approved for 11 Dean
6. Fri, 27 Sep 2024 20:11:24 GMT
Christine Slater (cslater): Approved for Assessment
7. Tue, 01 Oct 2024 18:35:31 GMT
Nicole Remy (nremy): Approved for DLI
8. Wed, 06 Nov 2024 21:51:45 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Thu, 07 Nov 2024 18:41:15 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Thu, 07 Nov 2024 21:59:28 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 13 Nov 2024 16:23:08 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Thu, 21 Nov 2024 18:19:01 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 16 Sep 2024 12:47:42 GMT

Viewing: 583 : Rangeland Management Undergraduate Academic Certificate

Last edit: Fri, 08 Nov 2024 00:07:58 GMT

Changes proposed by: Charles Goebel

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2025-2026

Program Title

Rangeland Management 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

19

CIP Code

01.1106 - Range Science and Management.

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

Describe the financial impact

No new resources are necessary to deliver this certificate. Our existing personnel in the Rangeland Ecology and Management program have the capacity to deliver this new certificate as the courses already exist and are offered either in-person, online, or via a hybrid delivery.

Curriculum:

This certificate is designed to help prepare students for positions that require professional knowledge and competence in rangeland management to perform work involving the preservation, development, and management of rangelands. The certificate focuses on coursework in range management, including courses in basic principles of range management, range plants, range ecology, range inventories and studies, range improvements, and ranch or rangeland planning. Students enrolled in the B.S. Rangeland Ecology and Management degree are not eligible for the certificate; however, students in other undergraduate natural resource or

environmental science degree programs that complete this certificate will be prepared for positions that require meeting the federal GS-454 Rangeland Management (0454) qualification standards.

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
Range Principles		
REM 4510	Rangeland Issues and Management Principles	2
Range Plants		
REM 2520	Wildland Plant Identification	2
REM 2530	Wildland Plant Identification Field Studies	1
Range Ecology		
REM 4590 or REM 4290	Rangeland Ecology Landscape Ecology	3
Range Inventories and Studies		
REM 4100	Principles of Vegetation Monitoring and Measurement	3
Range Improvements		
REM 2800	Introduction to Wildland Restoration	2
REM 4400	Restoration Ecology	3
Ranch or Rangeland Planning		
REM 4560	Integrated Rangeland Management	3
Total Hours		19

Courses to total 19 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.

After completing the Certificate in Rangeland Ecology, students will be able to:

- 1) Identify and understand contemporary issues associated with range management and principles of sustainable rangeland management;
- 2) Identify rangeland plants, their characteristics, and uses;
- 3) Understand the ecology of rangeland systems and demonstrate how that information is relevant to rangeland management;
- 4) Demonstrate an understanding and application of rangeland ecology inventory methods;
- 5) Demonstrate the ability to apply ecological and management information to improve rangeland ecosystems; and
- 6) Demonstrate the ability to integrate and apply ecological principles of rangeland management in real-world settings.

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

Assessment will include direct performance measures associated with at least one course in each of the categories/learning outcomes (range principles, range plants, range ecology, range inventory, range improvements and ranch/rangeland planning). In each course, we will use specific assignments and/or exams to measure and evaluate student performance.

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

Faculty representing the Rangeland Ecology and Management (REM) program will meet annually to review assessment data and determine how well student performance is meeting student learning objectives. Additionally, the Department will engage with rangeland management stakeholders across the state and region to ensure that students completing the certificate are meeting expectations.

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

Direct measures will include existing assignments, student projects, and exams to assess how well student learning outcomes are met. Indirect measures will include performance of certificate students in each course associated with the certificate.

When will assessment activities occur and at what frequency?

Assessment will occur each year in the summer following the spring semester.

Student Learning Outcomes**Learning Objectives**

After completing the Certificate in Rangeland Ecology, students will be able to:

- 1) Identify and understand contemporary issues associated with range management and principles of sustainable rangeland management;
- 2) Identify rangeland plants, their characteristics, and uses;
- 3) Understand the ecology of rangeland systems and demonstrate how that information is relevant to rangeland management;
- 4) Demonstrate an understanding and application of rangeland ecology inventory methods;
- 5) Demonstrate the ability to apply ecological and management information to improve rangeland ecosystems; and
- 6) Demonstrate the ability to integrate and apply ecological principles of rangeland management in real-world settings.

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 rationale 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.

Certificate will help prepare students not majoring in the University of Idaho's B.S. in Rangeland Ecology and Management for positions that require professional knowledge and competence in rangeland management. The certificate will focus on coursework in range management, including courses in such areas as basic principles of range management, range plants, range ecology, range inventories and studies, range improvements, and ranch or rangeland planning.

The certificate will help 1) students in other undergraduate natural resource or environmental science degree programs qualify for positions that require meeting the federal GS-454 Rangeland Management (0454) qualification standards, 2) non-degree seeking students in professional positions that are looking for additional educational opportunities to advance in their careers (e.g., current federal employees looking to meet the federal GS-454 Rangeland Management (0454) qualification standards), and 3) non-degree seeking students from other universities that do not offer coursework focused on range management but are looking for opportunities to broaden their education to meet federal GS-454 Rangeland Management (0454) qualification standards.

Courses will be delivered either in-person or remotely. Since there are no new courses being developed or proposed, there is no increase in workload for the Department to deliver the certificate other than administrative efforts to track and report on assessment.

Reviewer Comments

Steven Shook (shook) (Mon, 16 Sep 2024 16:26:25 GMT): Rollback: Rollback to change program self support from yes to no.

Sande Schlueter (sandeschlueter) (Wed, 06 Nov 2024 21:50:21 GMT): Program Description: Certificate is designed to help prepare students for positions that require professional knowledge and competence in rangeland management to perform work involving the preservation, development, and management of rangelands. The certificate focuses on coursework in range management, including courses in basic principles of range management, range plants, range ecology, range inventories and studies, range improvements, and ranch or rangeland planning. Students in other undergraduate natural resource or environmental science degree programs that complete this certificate will be prepared for positions that require meeting the federal GS-454 Rangeland Management (0454) qualification standards. Courses will be delivered either in-person or remotely. changed Statewide responsibility yes to no as we do not have statewide responsibility for this program.

Sydney Beal-Coles (sbeal) (Thu, 07 Nov 2024 18:35:28 GMT): Formatted to standard catalog formatting and updated curriculum with four-digit course numbers

Rebecca Frost (rfrost) (Thu, 07 Nov 2024 18:41:04 GMT): Credit total is 19 credits. REM 410 is a 3-credit course with no changes on record.

Key: 583

88: EDUCATION (EDD)

In Workflow

1. Registrar's Office (none)
2. 101 Chair (tcraney@uidaho.edu)
3. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
4. 15 Dean (bblevins@uidaho.edu)
5. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Post-UCC Registrar (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@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. Thu, 19 Sep 2024 15:48:11 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Fri, 20 Sep 2024 19:28:17 GMT
Taylor Raney (tcraney): Approved for 101 Chair
3. Mon, 23 Sep 2024 21:51:18 GMT
David Paul (dpaul): Approved for 15 Curriculum Committee Chair
4. Mon, 23 Sep 2024 21:55:49 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
5. Wed, 16 Oct 2024 21:12:38 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
6. Wed, 16 Oct 2024 22:29:47 GMT
Christine Slater (cslater): Approved for Assessment
7. Fri, 25 Oct 2024 16:28:18 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Mon, 28 Oct 2024 15:07:51 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Fri, 22 Nov 2024 00:25:37 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Mon, 09 Dec 2024 17:34:22 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
11. Fri, 13 Dec 2024 18:37:35 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

History

1. Nov 30, 2022 by Sara Mahuron (sara)

Date Submitted: Tue, 17 Sep 2024 21:46:57 GMT

Viewing: 88 : Education (EDD)

Last approved: Wed, 30 Nov 2022 17:32:46 GMT

Last edit: Fri, 22 Nov 2024 00:25:29 GMT

Changes proposed by: Ann Brown

Faculty Contact

Faculty Name	Faculty Email
Ann Brown	afbrown@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
CIP code change
Change existing program (major) from face to face to on-line delivery (including program components if applicable)
Add/Edit Learning Outcomes

Description of Change

This is a wholesale rewrite of the Ed.D. program, including title, required coursework, and dissertation format/expectations. Credit hour requirements are reduced from 78 to 54. Masters-level credits will not be transferable into this program. Rather, all 54 credits will be completed at UI. The change from the Department of Curriculum & Instruction to Education is reflective of the longstanding college structure for administration of doctoral programs.

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

Yes

Academic Level

Graduate

College

Education, Health & Human Sci

Department/Unit:

Education

Effective Catalog Year

2025-2026

Program Title

Education (EDD)

Program Credits

54

CIP Code

13.0401 - Educational Leadership and Administration, General.

Curriculum:

Learning, Leadership, and Innovation Core (27 credits)

EDD 6013 Learning, Leadership, and Innovation Foundations (3 cr)
EDD 6015 Leading Organizational Change and Innovation (3 cr)
EDD 6022 Relational Leadership for Belonging and Equity (3 cr)
EDD 6030 Ethical Policy Innovation (3 cr)
EDD 6042 Community-Grounded Leadership and Collaboration (3 cr)
EDD 6055 Organizational Evaluation and Improvement Science (3 cr)
EDD 6070 Innovation and Learning In Organizations (3 cr)
EDD 6075 Strategic Mentoring and Supervision (3 cr)
EDD 6080 Conflict Management and Communication (3 cr)

Research Core (12 credits)

EDD 6025 Innovations in Research through Improvement Science (3 cr)
EDD 6035 Applied Qualitative Research (3 cr)
EDD 6045 Applied Quantitative Research (3 cr)
EDD 6060 Applied Data Collection and Analysis (3 cr)

Dissertation in Practice (12 credits)

EDD 6050 Problem of Practice and Literature Review (3 cr)
EDD 6065 Methodology (3 cr)
EDD 6085 Data Analysis and Recommendations (3 cr)
EDD 6090 Dissertation Defense and Final Edits (6 cr)

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?

Online Only

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

1. Leadership Skills: Graduates demonstrate collaborative leadership skills for effective administration, management, and decision-making.
2. Research Proficiency: Graduates independently apply scholarly research competencies to design, conduct, analyze, interpret, and implement results.
3. Policy Analysis: Graduates analyze policies for their impact on diverse stakeholders.
4. Theory to Practice Integration: Graduates apply theoretical knowledge and research findings to address real-world challenges and opportunities relevant to their profession.
5. Ethical Decision-Making: Graduates demonstrate ethical awareness and decision-making skills.
6. Impactful Communication: Graduates articulate complex ideas, research findings, and policy recommendations to diverse stakeholders.
7. Fostering Innovative Learning: Graduates develop and implement strategies to cultivate innovative learning cultures within organizations and diverse contexts, leveraging emerging technologies and creative instructional methods and adapting to rapidly evolving challenges in their professional fields.

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 rationale 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.

At present, the EHHS Ed.D. does not differ from the Ph.D. in Education. Learning objectives have been rewritten entirely to differentiate from the Ph.D. program. The current curriculum is designed to address education-specific research, whereas this proposal broadens to include industries beyond education. This R1-enhancing program is reimagined as a cohort-model program to matriculate doctoral students expeditiously, completed fully online in three years. The culminating project will be a problem-of-practice dissertation, unlike the current, theory-based Ed.D./Ph.D. requirement. The problem-of-practice dissertation yields a research doctorate based in Improvement Science.

The reduction of credits required by 24 addresses regional competition, as most fall between 40 and 70. This program, at 54, narrows the focus to problems of practice and Action Research through an Improvement Science lens.

Added workload: EHHS intends to address the increase in courses offered and program-supporting activities through the hiring of six clinical faculty members (two associate, four assistant), inclusive of a program director. The Office of Research and Economic Development (ORED) is supporting the program overhaul through a four-year investment, with an expectation that the program will bring enough revenue to sustain beyond that. Additional planned/funded support includes two Graduate Assistants, two writing specialists (director and consultant), and an administrative assistant.

Supporting Documents

EdD Program Handbook_DRAFT_CIM.docx
 Budget-Proposal-Form_final_9-16-2021-1_UI_EdD_Oct_2024.xlsx
 Academic_Programs-Full-Proposal_Form_10_18_24_v1.docx

Key: 88



University *of* Idaho

EdD in Leadership and Innovation Program Handbook

Summer 2026

1. Program Overview

- Mission, vision, and goals of the EdD program
- Program structure and delivery format (e.g., online, hybrid, on-campus)
- Program duration and credit requirements

2. Admissions

- Eligibility criteria and prerequisites
- Application process and deadlines
- Required documents (transcripts, letters of recommendation, personal statement, etc.)
- Interview process (if applicable)

3. Curriculum

- Core courses and elective options
- Course descriptions and learning outcomes
- Research methods courses
- Dissertation or capstone project requirements
- Practicum or field experience requirements (if applicable)
- Course sequencing and recommended timeline

4. Dissertation

- Overview of dissertation process
- Proposal development and approval process
- Dissertation committee formation
- Timeline for completion
- Defense procedures
- Publication and submission guidelines

5. Faculty and Advising

- Faculty profiles and areas of expertise
- Advisor assignment process
- Roles and responsibilities of academic advisors
- Mentorship opportunities

6. Academic Policies

- Grading policies and academic standards
- Attendance and participation requirements
- Course registration and add/drop policies
- Transfer credit policies
- Academic probation and dismissal policies
- Graduation requirements

College of Education, Health, and Human Sciences

College Vision

Idaho's Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transform, invigorate, and nurture.

We expand lasting knowledge centered in local and global communities.

The College of Education, Health and Human Sciences works towards excellence in innovative and scholarly engagement that cultivates justice, equity, diversity, and inclusion in our practice.

College Mission

The University of Idaho's College of Education and Health and Human Sciences (EHHS) is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and strengthen our teaching, scholarly, and creative capacities. Our teaching and learning include undergraduate, graduate, and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness, and progress in professional practice.

Conceptual Framework

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency

Assessment, Teaching, and Learning

Reflective Scholarship & Practice

Engagement in Community Building & Partnerships.

Program Overview

The EdD in Learning, Leadership, and Innovation is a transformative 3-year, 51-credit doctoral program designed for experienced educators, administrators, and leaders who are committed to driving meaningful change within their organizations and communities. This program combines rigorous academic coursework with practical, real-world applications, preparing graduates to tackle complex challenges within organizations.

Program Structure

- **Duration:** 3 years; courses are in 8-week sessions; Summer start
- **Credits:** 54 credits
- **Delivery Mode:** 100% online; cohort model
- **Dissertation in Practice:** Integrated throughout the program, culminating with a three-chapter dissertation and defense

Admissions

The EdD in Leadership and Innovation program has the following admissions criteria:

- Education Level: Master's
- Minimum GPA: 3.0 or 5+ years work experience
- GRE: Not required
- Letters of Recommendation: 3
- Writing Sample

Curriculum

The following learning outcomes are embedded throughout the program.

- Leadership Skills: Graduates demonstrate collaborative leadership skills for effective administration, management, and decision-making.
- Research Proficiency: Graduates independently apply scholarly research competencies to design, conduct, analyze, interpret, and implement results.
- Policy Analysis: Graduates analyze policies for their impact on diverse stakeholders.
- Theory to Practice Integration: Graduates apply theoretical knowledge and research findings to address real-world challenges and opportunities relevant to their profession.
- Ethical Decision-Making: Graduates demonstrate ethical awareness and decision-making skills.
- Impactful Communication: Graduates articulate complex ideas, research findings, and policy recommendations to diverse stakeholders.
- Fostering Innovative Learning: Graduates develop and implement strategies to cultivate innovative learning cultures within organizations and diverse contexts, leveraging emerging

technologies and creative instructional methods and adapting to rapidly evolving challenges in their professional fields.

Course Descriptions

Learning, Leadership, and Innovation Core (27 Credits)

EDD 6010 Learning, Leadership, and Innovation Foundations

This course explores foundational theories and models of innovation, learning, and leadership, emphasizing their interconnections and practical applications. Students will critically analyze the strengths and limitations of various leadership and learning models and theories, preparing them to apply these concepts in diverse, real-world contexts.

EDD 6030 Ethical Policy Innovation

This course explores the intricate relationship between policymaking and politics, focusing on how leaders navigate and influence the political landscape to shape public policy. Students will examine key concepts in leadership, including the role of institutions, interest groups, and public opinion in the policy process. Through case studies and practical exercises, the course will cover the strategies leaders use to advocate for policy changes, the ethical considerations involved, and the impact of political decisions on various stakeholders.

EDD 6022 Relational Leadership for Belonging & Equity

This course delves into the principles and practices of relational leadership, with a specific focus on fostering belonging and equity within diverse organizational settings. Through a blend of theoretical frameworks and practical applications, students will explore the dynamics of relational leadership and its impact on creating inclusive environments where all members feel valued and empowered.

EDD 6015 Leading Organizational Change and Innovation

This course explores the theories, strategies, and practical approaches to leading and managing change within organizations. Students will gain a comprehensive understanding of the dynamics of organizational change, the role of leadership in driving innovation, and the impact of culture, technology, and globalization on change initiatives.

EDD 6042 Community-Grounded Leadership and Collaboration

This course explores the principles and practices of leadership and collaboration within community contexts. Students will develop skills to effectively engage with diverse communities, fostering partnerships that are grounded in mutual respect, shared goals, and collective action. Emphasis is placed on understanding the dynamics of power, privilege, and social justice in community settings.

EDD 6080 Conflict Management and Communication

This course explores the principles and practices of effective conflict management and communication in various contexts. Students will examine the nature and dynamics of conflict, learn strategies for conflict resolution, and develop skills for managing disputes constructively. Emphasis is placed on understanding the role of communication in conflict, including the impact of language, nonverbal behavior, and cultural differences.

Updated: 9.16.24

EDD 6025 Innovation and Learning in Organizations

This course provides an in-depth exploration of cutting-edge instructional design principles and the strategic use of technology to enhance teaching and learning within organizational and educational settings. Students will engage with advanced teaching methodologies, contemporary learning theories, and innovative instructional strategies to design, implement, and evaluate instructional materials. The course emphasizes the integration of digital tools and technologies to create interactive and immersive learning experiences. Additionally, students will explore differentiated instruction techniques to cater to diverse learner needs and develop skills in creating dynamic, student-centered, and technology-enhanced learning environments. Through hands-on projects and real-world applications, students will gain practical experience in leveraging technology to foster engagement, collaboration, and personalized learning.

EDD 6075 Strategic Mentoring and Supervision

This course delves into the theories, practices, and skills necessary for effective mentoring, coaching, and supervision in various professional settings. Students will explore the strategic role of mentoring and supervision in fostering individual and organizational growth. The course covers key concepts such as developmental relationships, leadership styles, communication techniques, feedback mechanisms, conflict resolution, and the ethical considerations in mentoring and supervisory roles.

EDD 6055 Organizational Evaluation and Improvement Science

This course provides a deep dive into organizational evaluation through the lens of Improvement Science, a systematic approach to understanding and enhancing complex systems. Students will explore how Improvement Science principles can be applied to evaluate and improve organizational processes, programs, and outcomes. The course emphasizes the use of data-driven methods, iterative testing, and evidence-based decision-making to identify areas for improvement and drive sustainable change. Students will learn to design, implement, and assess evaluation plans that align with organizational goals, using continuous feedback loops and real-time data to inform strategic actions. Case studies and real-world applications will be used to illustrate the impact of Improvement Science on organizational effectiveness and innovation.

Research Core (12 Credits)

EDD 6025 Innovations in Research through Improvement Science

This course provides a comprehensive overview of the foundational theories of improvement science, research designs, and methods that center on outcomes for learning communities. Candidates develop skills to evaluate institutional problems of practice, identify possible interventions, and operationalize planned improvements. This course is structured as an advanced doctoral seminar to assist candidates in developing a problem of practice for the dissertation-in-practice.

EDD 6035 Applied Qualitative Research

The course examines the purpose and nature of qualitative research including foundations of various qualitative design traditions, review of the literature, and current applications in organizational settings.

Emphasis is directed towards critical analysis of current qualitative studies associated with a problem of practice.

EDD 6045 Applied Quantitative Research

The course examines advanced research methodologies and data analysis techniques applicable to different organizations. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the problem of practice are emphasized.

EDD 6060 Applied Data Collection and Analysis

Candidates identify various sources of qualitative or quantitative data and evidence to use for organizational improvement. Methods, instruments, and data analysis will be presented for formal research and improvement science and makes up Chapter 2 of the Dissertation-in-Practice. As part of this course, students will learn about the principles of ethical research, including the role and responsibilities of the Institutional Review Board (IRB).

Dissertation in Practice (15 Credits)

DiP 1: Ch. 1 EDD 6050 Problem of Practice and Literature Review

Candidates will conduct a comprehensive literature review to synthesize key findings related to their problem of practice. They will summarize existing knowledge, potential solutions, and measurement methodologies, drawing from relevant studies, practical articles, and organizational documents that provide insights and data relevant to the problem of practice being studied. Candidates design and implement research methods appropriate for investigating their problem of practice. This includes selecting and justifying qualitative, quantitative, or mixed-method approaches, identifying data collection and analysis techniques, and ensuring the validity and reliability or trustworthiness of their research.

DiP 2: EDD 6065 Methodology

Candidates will develop Chapter 2 of their dissertation, focusing on designing and implementing specific strategies to address their problem of practice using the Plan-Do-Study-Act (PDSA) cycle. They will learn to define settings and participants, plan data collection and analysis, and address ethical considerations to ensure the validity and reliability of their research.

DiP 3: EDD 6085 Data Analysis & Recommendations

Candidates will develop Chapter 3 of their dissertation, which focuses on data analysis, results interpretation, and reflections on lessons learned. They will present quantitative and qualitative data, analyze results, and reflect on the implications for practice and future research, ensuring their findings contribute to meaningful and sustainable improvements within their organizations.

DiP 4: EDD 6090 Dissertation Writing and Defense (6 credits)

Candidates will prepare for their dissertation defense and complete final edits to ensure their work meets academic standards. This course will guide them through refining their dissertation, addressing

committee feedback, and developing a comprehensive defense presentation. Candidates will also complete necessary paperwork and administrative tasks to successfully conclude their doctoral journey.

Program Sequence

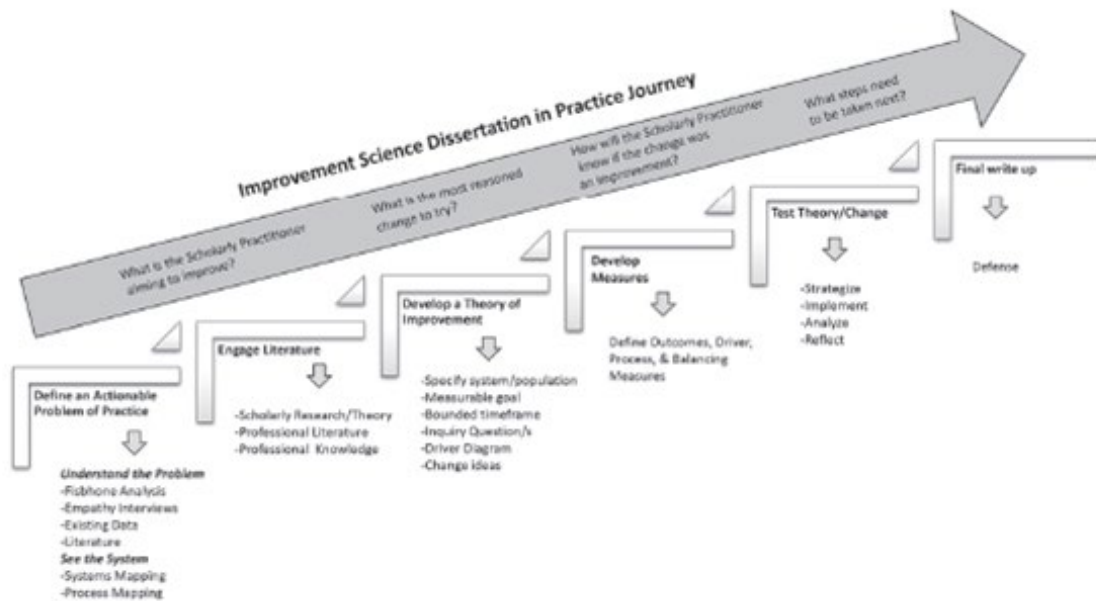
Year 1	Summer 2026	Fall	Spring 2027
Session I	<i>Orientation/onboarding Learning, Leadership, and Innovation Foundations</i>	Relational Leadership for Belonging and Equity	Ethical Policy Innovation
Session II	Leading Organizational Change and Innovation	Innovations in Research through Improvement Science	Applied Qualitative Research
Year 2	Summer	Fall	Spring 2028
Session I	Community Grounded Leadership and Collaboration	DiP 1: Problem of Practice and Lit Review	Applied Data Collection and Analysis
Session II	Applied Quantitative Research	Organizational Evaluation and Improvement Science	DiP 2: Methodology <i>Proposal Submission & Approval</i>
Year 3	Summer	Fall	Spring 2029
Session I	Innovation and Learning in Organizations IRB.submission	Conflict Management & Communication	DiP 4: Dissertation Writing and Defense
Session II	Strategic Mentoring and Supervision	DiP 3: Data Analysis and Recommendations <i>Manuscript draft due</i>	

Dissertation

The University of Idaho EdD dissertation is rooted in the principles of improvement science, a methodology dedicated to enhancing practices and outcomes through systematic and iterative processes. Improvement science focuses on understanding the mechanisms that drive successful interventions using data-driven analysis and evidence-based strategies to foster continuous improvement within organizational settings. The dissertation is structured to align with the core objectives of the professional doctorate in education (Ed.D.), emphasizing leadership competencies, research proficiency, policy analysis, theory-to-practice integration, ethical decision-making, and communication skills.

Overview of Dissertation Process

The dissertation will be structured into three chapters. Chapter 1 will provide an introduction and define the problem being addressed. This chapter will set the stage by outlining the context, background, and significance of the issue within the organization. It will also offer a comprehensive literature review, examining existing research and theoretical frameworks related to the problem. This review will identify gaps in the current knowledge base and highlight areas where the dissertation aims to contribute new insights. Chapter 2 will detail the implementation and action plan grounded in improvement science principles. This chapter will describe the specific strategies and interventions designed to address the problem, along with the methods for testing, evaluating, and refining these approaches within an organizational context. Chapter 3 will discuss the impact and implications of the findings. This final chapter will evaluate the effectiveness of the implemented strategies, considering their impact on organizational practices and outcomes, and will explore the broader implications for organizations, policymakers, and future research in the field. In the final term, the dissertation will be synthesized into a comprehensive presentation for faculty and partnering organizations, which can take various forms such as academic papers, practitioner reports, or multimedia formats, while also completing necessary defense and graduation paperwork and processes.



Note: Reprinted from Perry, J. A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice: A guide for committee members, and their students*. Myers Education Press.

Chapter 1: Introduction - Defining the Problem of Practice & Groundwork

Chapter 1 frames the problem within a context of leadership, equity, and ethics. The problem is defined in terms of its local impact on the organization and its significance in the broader context of leadership. This is achieved from the perspective of those nearest to it, using insights gained from tools such as the fishbone diagram, system map, empathy interviews, and existing data. The chapter will describe the context and the scholarly practitioner's responsibility, authority, and intimate knowledge of the problem, capturing the significance of the Problem of Practice (PoP) for practice.

This chapter is user-centered and problem-specific, starting with the question, "What specifically is the problem we are trying to solve?" It will provide an overview of the organization, explain important definitions, and key concepts relative to the organizational problem. Key stakeholders are engaged early and often to ensure the problem is well-understood and collaboratively addressed. The chapter emphasizes incorporating an equity lens to bring about equitable change in an ethical manner.

Chapter 1 also presents a scholarly synthesis of key findings in professional literature related to the problem. The literature review summarizes what is currently known about the problem, its potential solutions, and ways to measure it, drawing from relevant studies, practical articles, professional knowledge, policy analysis, and expert insights. Further, this review offers background and evidence of

the key components of the research problem or question, defining what is known about these issues and why they are important. The evidence highlights the importance of understanding variation in performance, aiming to determine what works, for whom, and under what conditions. It encourages seeing the system that produces the current outcomes, understanding local conditions, and making hypotheses for change public and clear. Chapter 1 provides a scholarly basis for framing the problem and proposing an improvement plan, including theories and evidence of what has worked in the past and why.

Chapter 1 Requirements:

- Define the problem of practice
- Demonstrate evidence of the problem of practice
- Contextualize the problem in local context
- Position the problem in broader leadership context
- Clarify key terms
- Name and frame your problem of practice
 - What is known and how is it known
 - Refer back to tools utilized in Chapter 1 (system map)
- Highlight scholarly and professional knowledge of what is known relative to your problem of practice
- Develop a theory of improvement from the literature to be implemented

Chapter 2: Implementation and Action Plan

Chapter 2 outlines the implementation of the action research, detailing the 90-day cycle for the implementation plan. The dissertation uses cycles of plan, do, study, act (PDSA) to iteratively test and refine strategies, allowing for rapid learning and continuous improvement based on real-time data and feedback. Chapter 3 describes the setting/system and participants/population, including organizational demographics and sampling techniques and provides and explains findings from the driver diagram, including the aim, drivers, and change ideas. It states the inquiry question(s) and details the change idea, its implementation plan, and the bounded timeframe. It documents the measures used to study the change, including process, driver, balancing, or outcome measures, and justifies their use based on validity/reliability, credibility, and trustworthiness. The analysis plan is documented, including sense-making strategies and ways to ensure the analysis is fair and unbiased. Ethical considerations, including permissions secured, are included in an appendix.

The EdD student's role as a researcher-practitioner is discussed, considering how their involvement may impact the implementation and potentially create bias or limitations.

Chapter 2 Requirements:

- Define the setting and the participants involved in the study

Updated: 9.16.24

- Outline the improvement description
- Explain the Plan-Do-Study-Act Cycle used in the study
- Detail data collection tools and methods
- Explain the data analysis plan
- Discuss the role of research-practitioner
- Address ethical concerns

Chapter 3: Impact and Implications

Chapter 3 includes five sections: data tables, data analysis, results reflection, lessons learned, and new questions. Data tables present quantitative and/or qualitative outputs, with extensive tables placed in the appendix. Data analysis follows each table, focusing on strict analysis rather than interpretation. The results section offers a narrative interpretation of the analysis in the context of the problem and existing literature. Lessons learned include implications for future practice, future research, and participants. This chapter emphasizes accelerating improvements through networked communities, leveraging the wisdom of crowds, and achieving more collectively than individually. It also highlights the importance of measuring key outcomes and anticipating unintended consequences to ensure that interventions lead to meaningful and sustainable improvements.

The results section explains what occurred as a result of the change, including convergence and consonance as well as divergence and dissonance of measures, displaying findings visually with tables, graphs, etc. The discussion interprets these results, providing insights into the implications for practice and future research. The final reflection captures what the scholarly practitioner learned as a collaborative leader involved in an improvement process, and lessons learned include the implications for future practice, research, and participants. The chapter concludes with the next steps, explaining ideas to enlarge, spread, and/or sustain the work.

In addition to these chapters, the dissertation includes comprehensive appendices containing evidence of artifacts, tools, surveys, IRB approval forms, and other relevant documents. The appendices conclude with copies and/or links to both the proposal presentation and final DiP presentation, fostering feedback loops for researchers and future scholar-practitioners. This structure ensures that the dissertation not only addresses the problem of practice but also contributes to the broader professional knowledge base, integrating practical and research knowledge to bring about positive change in educational settings.

Chapter 3 Requirements:

- Provide a detailed analysis of the data
- Provide a narrative of the interpretation of the results related to the problem of practice and the literature
- Reflect on the implications for future practices
- Discuss how findings can influence practice and policy within an organizational context

CHAPTER 2 DIP 2 Proposal Presentation		<p>Provides and explains what was found from the driver diagram (aim, drivers, and change ideas).</p> <p>States the inquiry question(s).</p> <p>Explains the change idea, its implementation plan, and bounded timeframe.</p>
	Documents Measures	<p>Explains the measures (process, driver, balancing, or outcome) used to study the change (who they were used with, when, how, and why).</p> <p>Justifies the use of each measure (validity/reliability, credibility, and trustworthiness).</p>
	Provides Analysis of Measures	<p>Documents the analysis plan—includes sense-making strategies and ways analysis was fair and unbiased</p>
	Ethical Considerations	<p>Includes (in an appendix) permissions secured.</p>
CHAPTER 3 DIP 3	Results	
	Results	<p>Explains what occurred as a result of the change—includes convergence and consonance as well as divergence and dissonance of measures.</p> <p>Displays findings visually (tables, graphs, etc.).</p>
Discussion		
Discussion	<p>Explains what occurred as a result of the change—includes convergence</p>	

		and consonance as well as divergence and dissonance of measures. Displays findings visually (tables, graphs, etc.).
	Provides Next Steps	Explains ideas to enlarge, spread, and/or sustain the work.
	Final Reflection	Captures what the scholarly practitioner learned as a collaborative leader involved in an improvement process.
	Lessons Learned	Lessons Learned
DIP 4 DEFENSE	Presentation	Synthesized work into a comprehensive presentation for faculty and partnering organizations
	Product	Culminating product, including academic papers, practitioner-oriented reports, or a combination of both the presentation may also be delivered in alternative formats such as digital media or multimedia presentations.

Note: Table adopted from Perry, J. A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice: A guide for committee members, and their students*. Myers Education Press.

Proposal Development and Approval Process

Proposal Development will take place in **INSERT CLASS HERE**.

Dissertation Committee Formation

INSERT A CLASS HERE one of the essential assignments is the selection and appointment of a dissertation chair. The chair must be approved by the EdD Studies Director and be a faculty **member in X**. Following the selection of the chair, students will work collaboratively with their chair and the EdD Studies Director to select the remaining members of their dissertation committee during **INSERT CLASS HERE**.

Dissertation Committee Composition

The dissertation committee will be composed of three members, including the chair and two additional committee members. The dissertation chair should be a full-time or part-time graduate faculty member

Updated: 9.16.24

affiliated with the University of Idaho. The EdD Studies Director will provide a list of faculty members available and interested in serving as dissertation chairs or committee members.

External Committee Member Nomination

Students may nominate an external expert in their area of interest to serve as a committee member. The external expert must meet the following criteria:

- Have no personal or professional conflict of interest with the student or any organizational conflict of interest with the University of Idaho.
- Hold a terminal degree in their field and possess demonstrated expertise in the student's area of research or the chosen research methodology.
- Have experience supervising applied research in their field and must provide a professional CV along with supporting documentation of expertise to the Doctoral Studies Director for approval.

Committee Member Qualifications

All dissertation committee members must meet the following criteria:

Terminal Degree: All committee members must hold a terminal degree in their field with a demonstrated research background and a record of scholarly publication.

Subject Expertise: At least one committee member must have substantial expertise and applied experience in the student's problem of practice, while another must have significant expertise in the research methods the student will employ.

Applied Research Experience: Committee members must have at least three years of experience in applied research or professional practice relevant to the student's dissertation topic. This expertise should be demonstrated through publications, presentations, or the application of scholarship in professional practice.

Recent Professional Activity: Committee members must have been active in their field of professional practice or scholarship within the five-year period preceding their participation on the committee.

Academic Policies

University Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Academic Integrity

Academic integrity is expected of you at the University of Idaho. Plagiarism will NOT be tolerated in this and other classes. You must summarize, paraphrase, quote and reference sources to avoid plagiarism in your writing and give credit for sources of photographs and other work in presentations and documents. Under UI policy, regulation O-2, "Consequences for academic dishonesty may be imposed by the course instructor. Such consequences may include but cannot exceed a grade of "F" in the course."

If you are accused of plagiarism, you must meet with the course instructor and the chair of the department to discuss the evidence, circumstances, and consequences. If you have indeed plagiarized text, you will receive 0 points on the assignment, you may fail the course, and your unethical behavior will affect recommendations for jobs and graduate school.

Many of the assignments in this course can be completed as a team—the instructor will make it clear when we are expecting individual work and when we are expecting teamwork. When in doubt, do it yourself. You are responsible for ensuring academic honesty for yourself and your team in all aspects of this class. Do not use others' work without permission and do not let others use yours!

Absences for University-Related Activities

The absence policy is enforced by the Vice Provost for Student Affairs and Office of the Dean of Students, and no other written or verbal agreements preempt this policy.

1. Students are not to be excused from class sessions for any living group-related activities (including, but not limited to, residence hall meetings, fraternity or sorority house meetings, or other living group functions). This includes any function deemed "mandatory" by the living group officers that may carry with it fines or other penalties for non-attendance.
2. Only students with a written request signed by a university official will be granted an excused absence for university-sponsored activities, including, but not limited to, travel to sporting events in which the student is an official participant (not spectator) and participation in scheduled, university-sponsored class field trips.
3. Students who seek excused absences from class sessions because of other university-related activities must notify you, the instructor, in advance of their absence to request an excused absence.

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4. Students who are granted an excused absence are responsible for completing all work assigned during their absence in the timeframe you, the instructor, establish.

This policy is designed to help you, the students achieve academic success and to remain a full and productive member of your classroom community. If you have questions, please contact the Office of the Dean of Students, 885-6757, TLC 232.

DRAFT

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		20		27		32		35
B. Shifting enrollments				16		35		43
Total Enrollment	0	20	0	43	0	67	0	78

II. REVENUE

	<u>FY</u>		<u>FY</u>		<u>FY</u>		<u>FY</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$ 109,083		\$ 109,083		\$ 109,083		\$ 109,083	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	319,320		686,538		1,060,142		1,243,432	
6. Other (i.e., Gifts)								
Total Revenue	\$ 428,403	\$ -	\$ 795,621	\$ -	\$ 1,169,225	\$ -	\$ 1,352,515	\$ -

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

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

III. EXPENDITURES

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	9.0		9.0		9.0		9.0	
2. Faculty	\$ 532,194		\$ 532,194		\$ 532,194		\$ 532,194	
3. Adjunct Faculty	-		-		-		-	
4. Graduate/Undergrad Assistants	33,244		33,244		33,244		33,244	
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel	125,460		125,460		125,460		125,460	
8. Fringe Benefits	219,680		219,680		219,680		219,680	
9. Other:								
Total Personnel and Costs	\$ 910,577	\$ -	\$ 910,577	\$ -	\$ 910,577	\$ -	\$ 910,577	\$ -

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$ 16,900		\$ 16,900		\$ 16,900		\$ 16,900	
2. Professional Services								
3. Other Services	72,500		67,500		67,500		67,500	
4. Communications								
5. Materials and Supplies								

6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	2,500		2,500		2,500		2,500	
Total Operating Expenditures	\$ 91,900	\$ -	\$ 86,900	\$ -	\$ 86,900	\$ -	\$ 86,900	\$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		\$ 8,000						
Total Capital Outlay	\$ -	\$ 8,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								

E. Other Costs								
Utilities								
Maintenance & Repairs								
Other University Fee - see notes	\$38,318.40		\$89,249.94		\$148,419.94		\$310,858.02	
Total Other Costs	\$38,318	\$0	\$89,250	\$0	\$148,420	\$0	\$310,858	\$0

TOTAL EXPENDITURES:	<u>\$1,040,796</u>	<u>\$8,000</u>	<u>\$1,086,727</u>	<u>\$0</u>	<u>\$1,145,897</u>	<u>\$0</u>	<u>\$1,308,335</u>	<u>\$0</u>
Net Income (Deficit)	<u>-\$612,392</u>	<u>-\$8,000</u>	<u>-\$291,106</u>	<u>\$0</u>	<u>\$23,328</u>	<u>\$0</u>	<u>\$44,180</u>	<u>\$0</u>

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

III.A.1	FTE includes 1.00 Program Director (faculty status), 5.00 faculty lines, 2.00 staff lines and 2 Grad Assistants at 0.50 FTE each.
III.A.7	Staff includes Assistant Director and Writing Center Director
III.E	UI charges a fee on revenue which is an expense to the program. The rate is 12% for year 1 and increases 1% per year. In addition, there is an addition fee on online program revenue of 10% which starts in year 4.



Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:			
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Education, Health & Human Sciences		
Name of Department(s) or Area(s):	College of Education, Health & Human Sciences		
Official Name of the Program:	Ed.D. in Learning, Leadership & Innovation		
Degree Information:	Degree Level: Doctorate	Degree Type: Ed.D.	
CIP code or Modification of CIP Code (consult IR /Registrar):	13.0401		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Online		
Implementation Date:	May 2026		
Geographical Delivery:	Location(s)	Online	Region(s) Online
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input checked="" type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	

Indicate those that apply to this request:

- Undergraduate Program
- Graduate Program
- Undergraduate Certificate (30 credits or more)
- Graduate Certificate (30 credits or more)
- Specialized Certificate (above \$250k/FY)

Proposed Action

- New Program
- New branch campus or change in location
- Modification of Existing Academic Programs
 - Converting one program option to a stand-alone program
 - Consolidating two or more programs into one program
 - Splitting an existing program into two or more programs
 - Adding certificate or degrees to existing programs
 - Program expansion outside an institution's Designated Service statewide program responsibilities as defined in Board Policy III.Z.

Brooke Blerins

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

This is a substantive revision to the existing Ed.D. program, including changing the program title, required coursework, and dissertation format/expectations. Credit hour requirement is reduced from 78 to 54. Masters-level credits will not be transferable into this program. Rather, all 54 credits will be completed at UI. The program learning objectives have been rewritten, to differentiate from the existing Ph.D. in Education program. The current Ed.D. curriculum is designed to address education-specific research, whereas this proposal broadens the Ed.D. to include industries beyond education. This R1-enhancing program is reimagined as a cohort-model program, to matriculate doctoral students expeditiously, completed fully online in three years. The Ed.D. in Learning, Leadership, and Innovation will serve working professionals in a variety of industries (i.e. education, healthcare, HR, military, etc.) who are looking to improve their skills and advance in their careers. The culminating project will be a problem-of-practice dissertation, unlike the current, theory-based Ed.D./Ph.D. requirement. The problem-of-practice dissertation yields a research doctorate based in Improvement Science. The reduction of credits required by 24 addresses regional competition, as most Ed.D. programs fall between 40 and 70. This program, at 54, narrows the focus to problems of practice and action research through an Improvement Science lens. This degree will be housed at the college level in EHHS and not in any one department. This will not be tied to other programs on campus, but may attract students from existing Master's programs on campus.

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

- a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The economic and workforce need for an Ed.D. in Learning, Leadership, and Innovation is underscored by the necessity for skilled leaders of organizations who can drive effective change and foster innovation and collaboration. This program not only prepares graduates to meet these needs but also positions them as key contributors to the future of education. A market analysis performed by Eduventures® Research indicated the following workforce and economic needs.

Workforce Needs:

1. **Leadership in Education:** There is a critical shortage of qualified leaders who can effectively manage schools, educational and healthcare organizations. Programs that focus on leadership development help fill this gap, ensuring that organizations have strong administrators capable of implementing strategic changes.
2. **Focus on Innovation:** As educational methods and technologies evolve, there is a pressing need for leaders who can integrate innovative practices into curricula and organizational operations. This includes leveraging technology, fostering creativity, and implementing new learning methodologies.
3. **Research and Policy Development:** There is a demand for leaders who can conduct research to inform policy and practice within organizations. Graduates with a strong research foundation can contribute valuable insights that shape organizational reforms at various levels.

Economic Drivers:

1. **Investment in Education:** Organizations increasingly recognize that a strong education system is vital for economic growth. This has led to investments in educational leadership and innovation, creating a demand for highly skilled professionals who can guide these initiatives.
2. **Changing Workforce Requirements:** The modern workforce requires individuals who are not only knowledgeable in their fields but also adept at collaborative problem-solving and innovative thinking. Leaders trained in these areas can help prepare students for the demands of a rapidly evolving job market.
3. **Global Competitiveness:** Nations are focusing on enhancing their educational systems to remain competitive on a global scale. Leaders with expertise in learning and innovation are essential for driving reforms and improving educational outcomes.

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

The demand and interest in an online Ed.D. program focused on Learning, Leadership, and Innovation are growing significantly. Many current Ed.D. programs cater specifically to educational leadership only and the proposed program with a broader focus will encompass students interested in becoming leaders in various organizations. As educational landscapes evolve, there is an increasing need for leaders who can adapt to new challenges and drive positive changes within schools, educational institutions, healthcare and more.

Key Factors Driving Student Demand:

1. **Emphasis on Leadership Skills:** There is a strong recognition of the need for effective leadership in education, healthcare and corporations, especially in times of change. Aspiring leaders are eager to develop skills that will enable them to lead effectively, foster collaboration, and implement innovative practices.
2. **Focus on Innovation:** With advancements in technology and changing pedagogical approaches, educators are seeking ways to integrate innovative strategies into their teaching and administrative practices. This program appeals to those interested in developing and applying creative solutions to enhance learning outcomes.
3. **Diversity of Career Opportunities:** Graduates of this program can pursue a variety of roles, including educational administrators, instructional coordinators, policy analysts, and researchers. The versatility of the degree attracts students from various backgrounds and career paths.

4. Online and Flexible Learning Options: Many programs offer flexible learning formats, such as hybrid or fully online courses, making it accessible to working professionals. This flexibility increases interest among those who may be balancing careers and family commitments.

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

Idaho's economy is driven by key sectors including agriculture, technology, healthcare, etc. Organizational leaders with advanced training are essential in strengthening the pipeline between K-12 schools, postsecondary institutions, and industry partners to ensure students are prepared for the demands of the modern workforce. An Ed.D. program can produce leaders who understand the specific needs of Idaho's economy and can build effective collaborations that enhance educational and economic outcomes.

Our state faces an increasing need for skilled leaders capable of navigating significant challenges, including student achievement gaps, resource constraints, and workforce shortages. The proposed program intends to address this demand by preparing professionals for leadership roles. It will equip them with advanced skills in strategic planning, policy implementation, and change management through a lens of innovation.

As a predominantly rural state, Idaho organizations frequently encounter challenges in accessing resources and leadership talent. An in-state Ed.D. program can help build leadership capacity within the state by offering opportunities for local leaders, and those with capacity to be leaders, advance their qualifications without needing to relocate.

In summary, an Ed.D. in Learning, Leadership and Innovation in Idaho will address the state's leadership shortages while aligning with the evolving demands of both the education system and the workforce. This program will be critical in supporting and perpetuating Idaho's long-term growth and sustainability.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes _____ No X_____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This will be a three-year, fully online program allowing students to continue in their professional employment while pursuing an expedited research doctoral degree. We will offer eight-week courses during fall, spring, and summer. We will work to use Open Educational Resources (OER) to reduce textbook costs. Earning this degree will allow for increased career advancement.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY21	FY22	FY23	FY24 (most recent)	FY20	FY21	FY22	FY23 (most recent)
BSU	ED.D. in Educational Technology	145	159	158	165	9	29		
BSU	ED.D. in Curriculum & Instruction	71	82	75	44	7	19		

7. Justification for Duplication (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There are no program duplications in the State of Idaho.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years										
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates from Program					
FY26 (1st year)	FY27	FY28	FY29	FY30	FY26 (1st year)	FY27	FY28	FY29	FY30	
20	43	66	75	75	0	0	18	20	24	

- 9. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

At full capacity we can accommodate a maximum of 35 students per cohort, or 105 enrolled students. Our targeted enrollment would be between 25-35 students per cohort, or 75-90 enrolled students expecting that 20% of students will not persist in the program. The numbers above were based on increasing enrollment each year for the first 4 years as the program is built and marketed widely. We would expect a steady enrollment in the years that follow.

10. Minimum Enrollments and Graduates.

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We will need 78 students in the program at any point of time to remain financially solvent as presently budgeted. Our proposed faculty, staff, and operational costs will be covered if we have 78 students paying \$850 per credit hour for 54 credit hours.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunsetted following four years of enrolment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

- 11. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The University of Idaho was recently reinstated as a member of the Carnegie Project for the Education Doctorate (CPED). CPED is a collaborative network of over 135 schools and colleges of education. Its mission is to transform the Education Doctorate (Ed.D.) by making it more practical and applicable for educational leaders across various sectors. CPED Member institutions design their Ed.D. programs to be rigorous and directly relevant to real-world challenges, equipping graduates with the skills and knowledge to drive meaningful improvements in the field of education. Our Ed.D. will adhere to the CPED guiding principles. As a member of CPED we are expected to participate in yearly convenings that encourage members to critically examine the Ed.D. through dialogue, experimentation, critical feedback, and evaluation. Through professional development opportunities and a wide range of resources, member institutions learn to (re)design their Ed.D. programs to better serve practitioners while networking with a supportive and resourceful professional community. CPED is not a formal accrediting body but is an invaluable resource in ensuring program quality and rigor.

In addition, we will participate in the annual university assessment processes guided by NWCCU. Dissertation committees will also include representatives outside of the Ed.D. program to ensure program quality and student outcomes.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board’s Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.¹

External Review was not needed for this program according to conversations with the OSBE.

13. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date N/A

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

14. **Three-Year Plan: If this is a new proposed program, is it on your institution’s Board approved 3-year plan?**

Yes No

If yes, proceed to question 15. If no:

- a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

<input type="checkbox"/>	The program is important for meeting your institution’s regional or statewide program responsibilities.
<input checked="" type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.

¹ For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

The program is in response to a need to increase the number of research doctorates produced at the University of Idaho to ensure R1 status. The Ed.D. provides a unique avenue for working professionals to pursue a doctoral degree while continuing to engage in their professional practice. The Ed.D. helps to strengthen the research and leadership skills of leaders across a broad array of industries.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	54
Credit hours in required courses offered by other departments.	0
Credit hours in institutional general education curriculum.	0
Credit hours in free electives	0
Total credit hours required for degree program	54

- b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Total credits to completion: 54

Course Titles:

Learning, Leadership and Innovation Core (27 credits)

- EDD 6010 Innovation, Learning, and Leadership Foundations
- EDD 6030 Ethical Policy Innovation
- EDD 6022 Relational Leadership for Belonging and Equity
- EDD 6015 Leading Organizational Change and Innovation
- EDD 6042 Community-grounded Leadership and Collaboration
- EDD 6080 Conflict Management and Communication
- EDD 6025 Innovation and Learning in Organizations
- EDD 6075 Strategic Mentoring and Supervision
- EDD 6055 Organizational Evaluation and Improvement Science

Research Core (12 credits)

EDD 6025 Innovations in Research through Improvement Science
EDD 6035 Applied Qualitative Research
EDD 6045 Applied Quantitative Research
EDD 6060 Applied Data Collection and Analysis

Dissertation in Practice (18 credits)

EDD 6050 DiP 1: Ch 1 Problem of Practice and Literature Review
EDD 6065 DiP 2: Ch 2 Methodology
EDD 6085 DiP 3: Ch 3 Data Analysis and Recommendations
EDD 6090 DiP 4: Final Dissertation Writing and Defense

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

Candidates will complete a proposal (comprised of Chapters 1-2) that will be approved by the candidate's committee. Candidates must also submit an IRB application prior to the start of data collection.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, value or appreciate because of completing the program.

Leadership Skills: Graduates demonstrate collaborative leadership skills for effective administration, management, and decision-making.

Research Proficiency: Graduates independently apply scholarly research competencies to design, conduct, analyze, interpret, and implement results.

Policy Analysis: Graduates analyze policies for their impact on diverse stakeholders.

Theory to Practice Integration: Graduates apply theoretical knowledge and research findings to address real-world challenges and opportunities relevant to their profession.

Ethical Decision-Making: Graduates demonstrate ethical awareness and decision-making skills.

Impactful Communication: Graduates articulate complex ideas, research findings, and policy recommendations to diverse stakeholders.

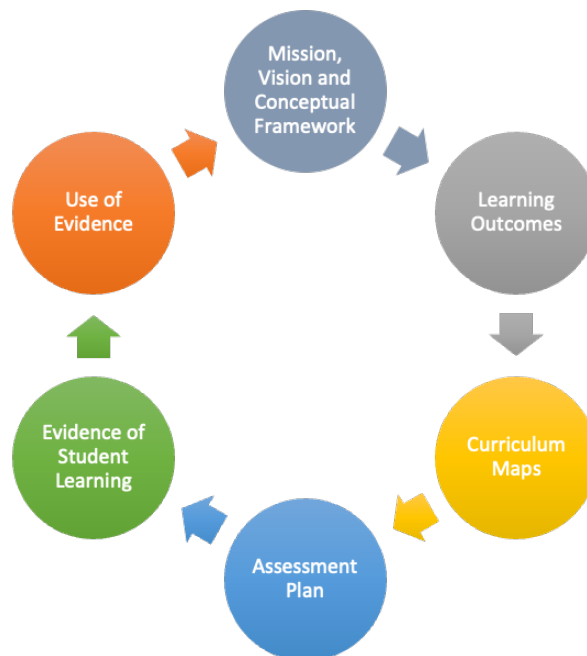
Fostering Innovative Learning: Graduates develop and implement strategies to cultivate innovative learning cultures within organizations and diverse contexts, leveraging emerging technologies and creative instructional methods and adapting to rapidly evolving challenges in their professional fields.

17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The assessment cycle describes a systematic and multi-step schedule for collecting evidence on student learning that can improve the curriculum and pedagogy within a given program. The plan specifies how the program's mission, goals, and learning outcomes are integrated into the curriculum, how they will be measured, and how data will be collected, reported, and used in planning decisions (see Figure 1).

Figure 1 Assessment Cycle



The assessment plan begins with the mission, vision, and conceptual framework of the College of Education, Health, and Human Sciences (EHHS). Program learning outcomes are then created and aligned with the college's mission. Curriculum maps provide a road map of courses within the program and how they align with competencies, mission/vision of EHHS and its program outcomes.

The Ed.D. in Learning, Leadership and Innovation program will use benchmarks (or transition points) to identify processes required for candidates to move through the program.

Tentative benchmark categories include:

1. Admission to the program, Year 1
2. Advancement interview, Year 2
3. Proposal Submission and Approval, Year 2
4. Dissertation Defense, Year 3

Program courses utilize signature assignments designed to assess student learning that align to program learning outcomes. These signature assignments are evaluated using a rubric aligned to course and program outcomes. Full time and adjunct program faculty will engage in evaluation

calibration to ensure constituency of evaluation of key assignments and program learning outcomes.

Finally, data (use of evidence) is utilized to make individual course content and pedagogy improvements. Specific course requirements and rubrics are discussed with program faculty to obtain validity and reliability and ultimately aligned back to the mission, vision, and conceptual framework of the college.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.²

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

No new physical spaces will be required for the program since it will be entirely online.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

There will be no increased use of physical resources by the new Ed.D. program.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No new equipment or space will be required for the program.

² Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. Revised per Board Policy III.G, June 2024.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are adequate for the additional students that the Ed.D. program would bring to the university. There may be some impact on library resources as we enroll more doctoral students who will need to access library resources and work with reference librarians to complete their literature reviews. Library resources are available online and additional resources such as statistical software will be accessible through the University of Idaho Virtual Private Network (VPN).

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are required to ensure the successful implementation of the program.

20. Faculty/Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

EHHS intends to address the increase in courses offered and program-supporting activities through the hiring of up to five faculty members, inclusive of a program director. We will offer 1-2 sections of each new course based on enrollment. Clinical faculty will carry a 3-4 course load, tenure track faculty will carry a 2-3 load as well as serve as major professor to 12-24 doctoral students at various stages in their doctoral journey. Expecting an enrollment of 20-30 students per cohort, we will need 5 additional faculty members, two Graduate Assistants, one writing center director, and one assistant program director (staff). The Office of Research and Economic Development (ORED) is supporting the program overhaul through a four-year investment, with an expectation that the program will bring enough revenue to sustain itself beyond that.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Existing resources have been utilized for re-envisioning and building the new Ed.D. program including faculty summer support. Faculty included in the Ed.D. working group have been working together to establish learning outcomes clearly aligned with content and research coursework, dissertation in practice expectations, program handbook development and involvement in the Carnegie Project of the Education Doctorate (CPED) to build the Ed.D. around the CPED framework. Faculty of the Ed.D. working group were supported through travel funds to attend the 2024 CPED Annual Convening to learn best practices for the development of the reimagined Ed.D. program.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We plan to move one current faculty line in our Educational Leadership that will become vacant through retirement to assist with the Ed.D. program. The Educational Leadership program will utilize adjunct faculty who are current practitioners in the field to cover classes. This shift to utilize currently practicing educational leaders will actually help to create more relevance and rigor in the Educational Leadership program.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

- Five Faculty (Clinical or Tenure Track)
- Associate Director (Staff position)
- Writing Center Director
- Two Graduate Assistants

21. Revenue Sources

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

We will not reallocate existing state appropriated funds to run this program. This program will initially be funded by University P3R1 funds and then will utilize generated revenues to cover program costs. If demand for the program exceeds our initial predictions, we would consider reallocating existing state appropriated from lower enrolled programs to this program

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

- c) **Non-ongoing sources:**

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

The program will be supported with university generated P3R1 funds for the first four years. Based on our predicted budget model, the program will then earn enough revenues to cover expenses after four years.

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

Not applicable.

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

As an online program there will be a \$35 institutional online fee per credit hour.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Tuition will be \$815 plus the \$35 online fee per credit hour. In total tuition will be set at \$850 per credit hour. The cost of the Ed.D. program will be \$45,900 (\$850 X 54 credits).

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

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

See attached budget form.

580: KINESIOLOGY (PHD)

In Workflow

1. 105 Chair (pwscruggs@uidaho.edu)
2. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
3. 15 Dean (bblevins@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. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@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; sandeschlueter@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. Wed, 18 Sep 2024 15:13:33 GMT
Philip Scruggs (pwscruggs): Rollback to Initiator
2. Wed, 18 Sep 2024 16:42:49 GMT
Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Mon, 23 Sep 2024 21:55:15 GMT
David Paul (dpaul): Approved for 15 Curriculum Committee Chair
4. Mon, 23 Sep 2024 21:55:45 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
5. Tue, 24 Sep 2024 23:58:53 GMT
Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:39:20 GMT
Nicole Remy (nremy): Approved for DLI
7. Tue, 12 Nov 2024 15:48:20 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Fri, 15 Nov 2024 21:53:14 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 25 Nov 2024 18:52:51 GMT
Sande Schlueter (sandeschlueter): Approved for Graduate Council Chair
10. Mon, 25 Nov 2024 20:08:37 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
11. Mon, 25 Nov 2024 22:57:18 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Thu, 05 Dec 2024 17:44:49 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 18 Sep 2024 16:38:44 GMT

Viewing: 580 : Kinesiology (PHD)

Last edit: Mon, 25 Nov 2024 22:57:09 GMT

Changes proposed by: Ann Brown

Faculty Contact

Faculty Name	Faculty Email
Ann Brown	afbrown@uidaho.edu

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

No

Academic Level

Graduate

College

Education, Health & Human Sci

Department/Unit:

Movement Sciences

Effective Catalog Year

2025-2026

Program Title

Kinesiology (PHD)

Degree Type

Major

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

78

Attach Program Change

PhDKines_SBOEshortform.docx

CIP Code

31.0505 - Kinesiology and Exercise Science.

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

Curriculum:

The University of Idaho Ph.D. in Kinesiology program focuses on the scientific study of human health, movement, and physical activity. This interdisciplinary program integrates principles from biomechanics, exercise physiology, motor control, sports psychology, and physical activity pedagogy. Students engage in advanced research methodologies and are trained to analyze the impact of exercise and physical activity on health and performance. Ph.D. students are encouraged to develop and manage research projects while also developing teaching skills. With access to state-of-the-art labs and collaboration opportunities with faculty who are experts in various fields, students are equipped to contribute significantly to the understanding of exercise and physical activity and its implications for health and society. Upon completion, graduates are well-prepared for careers in academia, research institutions, or health and wellness organizations.

University Ph.D. requirements apply. Additional specific requirements are determined by the student's graduate committee. For more information, see the EHHS Doctoral Handbook (<https://www.uidaho.edu/-/media/uidaho-responsive/files/coe/general-college/academics/doctoral/education-doctoral-guide-handbook.pdf?la=en&rev=00318ec745134129983ec230086df139>).

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.

1. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates demonstrate mastery in a specialized topic in the Department of Movement Sciences.
2. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates demonstrate a broad understanding of theories, research design and methodologies in their specialized area of interest.
3. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology critically examine literature, assess findings and interpretations, identify gaps in the literature, synthesize current knowledge and formulate meaningful hypotheses.
4. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates create and execute original research that contributes to their specialized area through analysis and interpretation of results.
5. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates clearly communicate their ideas in oral and written form through preparation and presentation of their dissertation.
6. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates engage in ethical and professional conduct and use scientific rigor when developing research methodology, collecting data and reporting findings.

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

Students in the PhD in Kinesiology program will be expected to complete an annual evaluation every fall semester that includes a self-reflection centered on the six student learning outcomes for the program. The major professor or department chair will meet with each student following the self-reflection to provide feedback on areas of strength and opportunity to enhance student growth. Matriculation rates will be assessed regularly to ensure students are progressing through the program in a timely manner. Students must pass their preliminary exam to enter into candidacy and pass a proposal defense prior to dissertation data collection.

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

The annual evaluation assessment includes reflection from the student on areas where they still need opportunities for learning. These responses will help guide improvements in the program to ensure all students are equally provided opportunities outside of the classroom but met through expectations in the program such as conference attendance and presentations, manuscript and grant writing and network development through mentorship. Graduate faculty in Movement Sciences will meet annually to identify areas of improvement to meet the needs of students in the PhD in Kinesiology.

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

Direct Measures: 1) Course grades, 2) Prelim passing rates, 3) 3-5 year matriculation rates, 4) Publication and presentation record, 5) Dissertation defense passing rates

Indirect Measures: 1) Doctoral student annual evaluations, 2) Doctoral student program satisfaction assessment, 3) Job procurement and satisfaction, 4) Program exit interview

When will assessment activities occur and at what frequency?

Direct Measures: 1) Course grades (every semester), 2) Prelim passing rates (annually), 3) 3-5 year matriculation rates (annually), 4) Publication and presentation record (annually), 5) Dissertation defense passing rates (annually)

Indirect Measures: 1) Doctoral student annual evaluations (annually), 2) Doctoral student program satisfaction assessment (annually), 3) Job procurement and satisfaction (annually), 4) Program exit interview (upon matriculation)

Student Learning Outcomes

Learning Objectives

1. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates demonstrate mastery in a specialized topic in the Department of Movement Sciences.
2. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates demonstrate a broad understanding of theories, research design and methodologies in their specialized area of interest.
3. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates critically examine literature, assess findings and interpretations, identify gaps in the literature, synthesize current knowledge and formulate meaningful hypotheses.
4. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates create and execute original research that contributes to their specialized area through analysis and interpretation of results.
5. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates clearly communicate their ideas in oral and written form through preparation and presentation of their dissertation.
6. University of Idaho College of Education, Health and Human Sciences Ph.D. in Kinesiology graduates engage in ethical and professional conduct and use scientific rigor when developing research methodology, collecting data and reporting findings.

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 rationale 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 College of Education, Health and Human Sciences (EHHS) presently has one Doctor of Philosophy in Education with seven specializations to accommodate all three departments, Curriculum & Instruction, Leadership & Counseling, and Movement Sciences. Two of the PhD specializations in Exercise Science and Healthy Active Lifestyles are designated for Movement Sciences students. The Ph.D. in Education serves students from all disciplines in EHHS, which lacks focus on any one area, making it challenging for students to acquire the desired skill set needed to succeed in a specific discipline, such as exercise science and/or healthy active lifestyles. To capture both specializations, we will use the term Kinesiology moving forward. Substantial programmatic and experiential differences exist between a doctorate in education and kinesiology. These vast differences between programs have led to the mutually agreed decision to separate out the two Department of Movement Sciences specializations from the Ph.D. in Education to a Ph.D. in Kinesiology. The change in name and content will help us recruit students, deliver relevant coursework, and better serve our students. We will be the only program in Idaho with a Ph.D. in Kinesiology. Importantly, all department specific coursework is already cataloged and presently taught by Movement Sciences faculty. These proposed changes to separate out the one Ph.D. in Education in EHHS to two Ph.D. programs, one in Education and one in Kinesiology, will provide a more focused approach to recruiting, retaining and preparing students for scholarship in their specific discipline.

Reviewer Comments

Philip Scruggs (pwsruggs) (Wed, 18 Sep 2024 15:13:33 GMT): Rollback: The CIP Code needs to be changed. The MS Kinesiology is 31.0505.

Sande Schlueter (sandeschlueter) (Tue, 22 Oct 2024 21:59:00 GMT): Program Description: The University of Idaho PhD in Kinesiology program focuses on the scientific study of human health, movement and physical activity. This interdisciplinary program integrates principles from biomechanics, exercise physiology, motor control, sports psychology and physical activity pedagogy. Students engage in advanced research methodologies and are trained to analyze the impact of exercise and physical activity on health and performance. PhD students are encouraged to develop and manage research projects while also developing teaching skills. With access to state-of-the-art labs and collaboration opportunities with faculty who are experts in various fields, students are equipped to contribute significantly to the understanding of exercise and physical activity and its implications for health and society. Upon completion, graduates are well-prepared for careers in academia, research institutions, or health and wellness organizations.

Sande Schlueter (sandeschlueter) (Mon, 25 Nov 2024 18:52:48 GMT): approved on behalf of Grad Council Chair as per email from JMcMurtry on 11/25/24

Sydney Beal-Coles (sbeal) (Mon, 25 Nov 2024 22:57:09 GMT): Updated curriculum per communication with Ann Brown

Key: 580

157: ATHLETIC TRAINING (DAT)

In Workflow

1. 472 Chair (jeffreys@uidaho.edu; marlanem@uidaho.edu)
2. 105 Chair (pwscruggs@uidaho.edu)
3. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
5. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
6. 15 Dean (bblevins@uidaho.edu)
7. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
8. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
9. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
10. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
11. Registrar's Office (none)
12. Ready for UCC (none)
13. UCC (none)
14. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
15. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
16. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
17. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
18. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 18 Sep 2024 00:05:00 GMT
Marlane Martonick (marlanem): Approved for 472 Chair
2. Wed, 18 Sep 2024 15:07:02 GMT
Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Fri, 27 Sep 2024 16:20:11 GMT
Stephanie Thomas (slthomas): Approved for 20 Curriculum Committee Chair
4. Fri, 27 Sep 2024 16:37:59 GMT
David Paul (dpaul): Approved for 15 Curriculum Committee Chair
5. Fri, 27 Sep 2024 17:15:22 GMT
Stephanie Thomas (slthomas): Approved for 20 Dean
6. Sat, 28 Sep 2024 15:10:32 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
7. Tue, 01 Oct 2024 18:34:15 GMT
Nicole Remy (nremy): Approved for DLI
8. Tue, 19 Nov 2024 14:54:17 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Tue, 19 Nov 2024 18:40:01 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Mon, 25 Nov 2024 18:52:14 GMT
Sande Schlueter (sandeschlueter): Approved for Graduate Council Chair
11. Mon, 25 Nov 2024 20:08:30 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
12. Mon, 25 Nov 2024 20:08:47 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
13. Thu, 05 Dec 2024 17:44:36 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

Date Submitted: Tue, 03 Sep 2024 16:47:03 GMT

Viewing: 157 : Athletic Training (DAT)

Last edit: Mon, 25 Nov 2024 18:52:11 GMT

Changes proposed by: Philip Scruggs

Faculty Contact

Faculty Name	Faculty Email
Philip Scruggs	pwscruggs@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

Moving the MSAT and DAT degrees (i.e., Athletic Training Program) to the School of Health and Medical Professions (SHAMP). SHAMP currently resides in the College of Graduate Studies with the intent for SHAMP to become a college.

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

No

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

School of Health & Med Profess

Effective Catalog Year

2025-2026

Program Title

Athletic Training (DAT)

Program Credits

63

CIP Code

51.0913 - Athletic Training/Trainer.

Curriculum:**Doctor of Athletic Training. Major in Athletic Training.**

The department offers a D.A.T. program. This program is designed for certified athletic trainers who are interested in improving their clinical practice through a structured academic program with a clinical practice residency. Please contact the department for any inquiries in this program.

Code	Title	Hours
AT 606	Professional and Post-Professional Education in Athletic Training	3
AT 610	Advances in Manual Therapy	3
AT 611	Integrative Manual Therapy	3
AT 620	Research Methods and Evidence Based Practice in Patient Care	3
AT 621	Action Research in Patient Care	2
AT 622	Designing and Conducting Applied Research in Patient Care	2
AT 623	Introduction to Survey and Qualitative Research Design in Patient Care	3
AT 624	Advanced Quantitative Data Analysis and Interpretation in Patient Care	3
AT 625	Scientific Writing for Publication in Patient	3
AT 630	Holistic Foundations of Pain in Patient Care	2
AT 631	Theory and Application of Current and Novel Paradigms in Patient Care	2
AT 632	Integrative Patient Care for the Spine and Pelvic Girdle	3
AT 633	Application of Advanced Practice Skills: A Practice-Based Approach	3
AT 634	Introduction to Quantitative Data Analysis and Interpretation in Patient Care	2
AT 635	Intermediate Quantitative Data Analysis and Interpretation in Patient Care	2
AT 640	Clinical Residency and Analysis of Patient Care I	6
AT 641	Clinical Residency and Analysis of Patient Care II	6
AT 642	Clinical Residency and Analysis of Patient Care III	6
AT 643	Clinical Residency and Analysis of Patient Care IV	6
Total Hours		63

The department also participates in the interdisciplinary M.S. and Ph.D. in Neuroscience and the M.S. in Bioregional Planning and Community Development. Persons interested in doctoral study should visit the College of Education and departmental web page for more information about admission requirements and application procedures.

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?

No

Learning Objectives

1. The D.A.T. student will improve their clinical practice through the Foundational Behaviors of Post-Professional Practice.
2. The D.A.T. student will improve their clinical practice by becoming a more scholarly practitioner.
3. The D.A.T. student will improve their clinical practice by contributing to the research and advancing knowledge in AT clinical 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 rationale 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.

Similar to the rationale provided for the MSAT degree move to SHAMP. The Commission on Accreditation of Athletic Training Education (CAATE) Standard 21 states, "The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation." The focus of this standard is on professional socialization within a health care culture. <https://caate.net/Programs/Professional/Professional-Program-Standards> While the CAATE Standard 21 relates specifically to the Professional Program Standards for preparing Athletic Trainers, the same rationale applies to a post-professional Athletic Training degree program (i.e., DAT).

There will be a direct impact on the service workload within the department. In situations where there will be an indirect impact on workload (i.e., research, outreach and instruction), Movement Sciences, Athletic Training and SHAMP will be exploring how we can strengthen our collaborations across these areas to better serve students, the University community and goals, and the associated professions.

Supporting Documents

DAT Academic Programs Short-Proposal-Form 11_19_24.docx

Reviewer Comments

Sande Schlueter (sandeschlueter) (Mon, 25 Nov 2024 18:52:11 GMT): approved on behalf of Grad Council Chair as per email from JMcMurtry on 11/25/24

Key: 157



SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:			
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Education, Health and Human Sciences		
Name of Department(s) or Area(s):	Movement Sciences		
Official Name of Program or Instructional/Administrative Unit:	Doctor of Athletic Training		
CIP code or Modification of CIP Code (consult IR/Registrar):	51.0913 Athletic Trainer/Trainer		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	27% face-to-face, 73% hybrid delivery		
Implementation Date:	July 1, 2025		
Geographical Delivery:	Location(s)	Moscow	Region(s) II
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee

Indicate those that apply to this request:

- Undergraduate Certificate (30 credits or more)
- Graduate Certificate (30 credits or more)
- Specialized Certificate (Below \$250k/FY)

Proposed Action

- Addition of a certificate or degree to an existing program
- Addition of a certificate to an existing program
- Modification of existing academic programs
 - Splitting an existing program into two or more programs
 - Consolidating two or more programs into one stand-alone program
 - Converting one program option into a stand-alone program
 - Converting or transitioning a degree level type (i.e. BA to BS)
 - Converting or transitioning a certificate type (i.e. TC to BTC)
 - Establishing a dual degree from existing programs

Other

- New programs consisting of multiple certificates with similar coursework
- Program name changes related to Statewide Program Responsibilities (requires Board approval)
- Deviation from certificate or degree program credit definitions (Board Policy III.E.)
- Modification to existing academic instructional or administrative units

College Dean (Institution) Date

Academic Affairs Program Manager, OSBE Date

FVP/Chief Fiscal Officer (Institution) Date

Chief Financial Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

OSBE Executive Director or Designee Date Approval

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

This proposal is to relocate the Doctor of Athletic Training (DAT) program from the College of Education, Health and Human Sciences to the new School of Health and Medical Professions within the College of Graduate Studies.

Rationale for the Move:

- Alignment with Health Professions
 - Integrates the DAT program with similar health profession programs.
 - Facilitates professional socialization among faculty and students within a cohesive healthcare culture.
- Administrative Benefits:
 - Places the DAT program alongside other healthcare programs enhancing administrative support and collaboration.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

There is likely no impact on DAT enrollment, though increased visibility of other health profession programs could attract more attention to the school's offerings. There have also been efforts to increase enrollment for this program, so those efforts are reflected in the chart below. Because the DAT program admits students into cohorts only in the summer, there is no new enrollment during the fall or spring. Therefore, the chart below reflects only the expected summer headcount.

Estimated New Enrollment			
Year	Fall	Spring	Summer
	Headcount	Headcount	Headcount
2025-26	0	0	6
2026-27	0	0	8
2027-28	0	0	8
2028-29	0	0	8
2029-30	0	0	8

3. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No ____

If yes, proceed to question 5. If no, please address A and B below:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

- b. Provide an explanation for all statements you selected.

Not applicable.

5. Curriculum for the proposed program changes and its delivery.

- a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	66
Credit hours in required courses offered by other departments	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program	66

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

****There is no change to the current curriculum.**

Summer I

<u>Course</u>	<u>Title</u>
AT 606	Professional and Post-Professional Education in Athletic Training (3 credits)
AT 610	Advances in Manual Therapy and Practice (3 credits)
AT 620	Research Methods and Evidence Based Practice in Patient Care (3 credits)

Fall I

<u>Course</u>	<u>Title</u>
AT 621	Action Research in Athletic Training (2 credits)
AT 630	Holistic Foundations of Pain in Patient Care (2 credits)
AT 634	Intro. Quantitative Data Analysis and Interpretation in Patient Care (2 credits)
AT 640	Clinical Residency and Analysis of Patient Care I (6 credits)

Spring I

<u>Course</u>	<u>Title</u>
AT 622	Designing and Conducting Applied Research in Patient Care (2 credits)
AT 631	Theory and Application of Current and Novel Paradigms in Patient Care (2 credits)
AT 635	Intermediate Quant. Data Analysis and Interpretation in Patient Care (2 credits)
AT 641	Clinical Residency and Analysis of Patient Care II (6 credits)

Summer II

<u>Course</u>	<u>Title</u>
AT 623	Intro. to Survey and Qualitative Research Design in Patient Care (3 credits)
AT 607	Leadership and Mentoring in Athletic Training Clinical Practice (3 credits)
AT 611	Integrative Manual Therapy and Practice (3 credits)

Fall II

<u>Course</u>	<u>Title</u>
AT 625	Scientific Writing for Publication in Patient Care (3 credits)
AT 632	Integrative Patient Care for the Spine and Pelvis (3 credits)
AT 642	Clinical Residency and Analysis of Patient Care III (6 credits)

Spring II

<u>Course</u>	<u>Title</u>
AT 624	Advanced Quantitative Data Analysis and Interpretation in Patient Care (3 credits)
AT 633	Application of Advanced Practice Skills: A Practice-Based Evidence Approach (3 credits)
AT 643	Clinical Residency and Analysis of Patient Care IV (6 credits)

6. Resources Required for Implementation – Financial Impact and Budget.
 - a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

There is no financial impact to the DAT program or university as a result of moving the DAT program to a new academic unit. The program is fully operational and will continue to use the same faculty/staff, spaces, and resources following the change in unit. No additional resources will be needed. The UI is reviewing reserve balances in the program to determine if the full balance should move with the program to SHAMP or if a portion of these funds should remain in EHHS. Regardless, these reserve balances will remain within academic affairs.

¹ Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

158: ATHLETIC TRAINING (MSAT)

In Workflow

1. 472 Chair (jeffreys@uidaho.edu; marlanem@uidaho.edu)
2. 105 Chair (pwscruggs@uidaho.edu)
3. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
5. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
6. 15 Dean (bblevins@uidaho.edu)
7. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
8. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
9. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
10. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
11. Registrar's Office (none)
12. Ready for UCC (none)
13. UCC (none)
14. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
15. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
16. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
17. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
18. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 18 Sep 2024 00:04:50 GMT
Marlane Martonick (marlanem): Approved for 472 Chair
2. Wed, 18 Sep 2024 15:06:27 GMT
Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Fri, 27 Sep 2024 16:20:16 GMT
Stephanie Thomas (slthomas): Approved for 20 Curriculum Committee Chair
4. Fri, 27 Sep 2024 16:38:06 GMT
David Paul (dpaul): Approved for 15 Curriculum Committee Chair
5. Fri, 27 Sep 2024 17:15:29 GMT
Stephanie Thomas (slthomas): Approved for 20 Dean
6. Sat, 28 Sep 2024 15:10:35 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
7. Tue, 01 Oct 2024 18:34:21 GMT
Nicole Remy (nremy): Approved for DLI
8. Tue, 19 Nov 2024 14:59:17 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Tue, 19 Nov 2024 18:40:17 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Mon, 25 Nov 2024 18:52:37 GMT
Sande Schlueter (sandeschlueter): Approved for Graduate Council Chair
11. Mon, 25 Nov 2024 20:08:32 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
12. Mon, 25 Nov 2024 20:08:49 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
13. Thu, 05 Dec 2024 17:44:38 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

History

1. Oct 26, 2021 by Sara Mahuron (sara)
2. Dec 13, 2022 by Matthew Smitley (msmitley)
3. Apr 5, 2023 by Sydney Beal-Coles (sbeal)
4. Feb 22, 2024 by Sydney Beal-Coles (sbeal)

Date Submitted: Tue, 03 Sep 2024 16:46:45 GMT

Viewing: 158 : Athletic Training (MSAT)**Last approved: Thu, 22 Feb 2024 19:25:46 GMT****Last edit: Mon, 25 Nov 2024 18:52:32 GMT**

Changes proposed by: Philip Scruggs

Faculty Contact

Faculty Name	Faculty Email
Philip Scruggs	pwscruggs@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

Moving the MSAT and DAT degrees (i.e., Athletic Training Program) to the School of Health and Medical Professions (SHAMP). SHAMP currently resides in the College of Graduate Studies with the intent for SHAMP to become a college.

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

No

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

School of Health & Med Profess

Effective Catalog Year

2025-2026

Program Title

Athletic Training (MSAT)

Program Credits

85

CIP Code

51.0913 - Athletic Training/Trainer.

Curriculum:**Master of Science in Athletic Training. Major in Athletic Training.**

The M.S.A.T. is an entry level program designed to prepare students to become a certified athletic trainer. After successful completion of this program, students will be eligible for the athletic training national Board of Certification Exam.

M.S.A.T. Admission Requirements.

Students are eligible to apply for admission to the MSAT program via two distinct routes:

Students who have obtained a bachelor's degree (3.0 or >3.0) and the required prerequisite coursework (4 credit hours of human anatomy or equivalent & 4 credit hours of human physiology or equivalent) are eligible for consideration of admission to the MSAT.

OR

Students who are enrolled in an academic institution with whom the University of Idaho and the MSAT have a 3+2 transitional program articulation agreement may apply to the MSAT during their junior year of study for entrance in early summer with tentative admittance². Students must be approved for application to the 3+2 program from their³ specified undergraduate program director (and have met the criteria within the articulation agreement) before they apply to the MSAT.

¹ Students in the pre-athletic training emphasis who are admitted into the MSAT program after their junior year may count up to 30 credits of graduate level coursework from the first year of the MSAT program towards the upper-division requirement (see J-1-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) of the BS degree in Exercise, Sport, and Health Sciences with an athletic training emphasis. Up to 8 of 30 credits of graduate level course work from the first year of the MSAT program may be counted towards the residency requirements (see J-2 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) for the BS degree. For more information on the MSAT, see the Graduate Degree Programs section for this department.

- ² Students may be admitted to the MSAT "tentatively" without first having had completed a bachelor's degree. These students will apply the first two semesters of the MSAT curriculum to their undergraduate degree in order to satisfy their bachelor's degree requirements. Students will apply for graduation during the fall of their first year in the MSAT program and will have the "tentative admittance" removed upon fulfilling all requirements of their bachelor's degree program.
- ³ The 3+2 program will meet all other admission standards set forth by the College of Graduate Studies and the Master of Science in Athletic Training program.

The M.S.A.T. in Athletic Training requires the following courses:

Code	Title	Hours
AT 506	Clinical Anatomy I	3
AT 507	Emergency Management and Care of Injuries and Illnesses	3
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4
AT 509	Principles of Rehabilitation	3
AT 510	Therapeutic Modalities	2
AT 511	Ethics and Administration in Athletic Training	3
AT 512	Research Methods & Statistics I	3
AT 513	General Medicine for Athletic Trainers	3
AT 514	Psychology of Injury and Referral	3
AT 516	Diagnostic Imaging and Testing in Athletic Training	1
AT 520	Clinical Education I	2
AT 521	Clinical Experience I	4
AT 522	Clinical Education II	2
AT 523	Clinical Experience II	4
AT 531	Clinical Anatomy II	3
AT 532	Evaluation and Diagnosis of Injuries and Illnesses II	4
AT 533	Integrated Rehabilitation Techniques	3
AT 534	Therapeutic Modalities II	2
AT 535	Seminar in Athletic Training	1
AT 536	Research Methods & Statistics II	3
AT 540	Pharmacology for Athletic Trainers	3
AT 541	Seminar in Athletic Training II	2
AT 542	Scientific Inquiry and Research Presentation	3
AT 543	Neuroscience for Athletic Trainers	3
AT 547	Critical Issues in Athletic Training Clinical Practice	3
AT 550	Clinical Education III	2
AT 551	Clinical Experience III	4
AT 552	Clinical Education IV	2
AT 553	Clinical Experience IV	4
AT 587	Prevention and Health Promotion in Athletic Training	3
Total Hours		85

The department also participates in the interdisciplinary M.S. and Ph.D. in Neuroscience. Persons interested in doctoral study should visit the College of Education, Health, and Human Sciences and departmental web page for more information about admission requirements and application procedures.

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?

No

Learning Objectives

1. Students properly demonstrate the affective, cognitive and psychomotor competencies and clinical integrated proficiencies.
2. Students use effective communication skills in disseminating information accurately and professionally.
3. Students convert didactic knowledge into clinical skills and appropriate clinical decision-making abilities.
4. The student will be able to work with, and provide care for, a diverse patient population.
5. Students employ professional skills necessary for the athletic training work force.
6. The student will sit for, and pass, the Board of Certification exam to become an athletic trainer.
7. The student will model and facilitate a lifestyle of health and wellness.
8. The student will be able to incorporate literature evidence and practice-based evidence into their patient care.
9. The student will be able to collect and incorporate outcomes measures to evaluate and improve clinical practice.
10. The student will be able to treat patients from multiple clinical paradigms.

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 rationale 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 Commission on Accreditation of Athletic Training Education (CAATE) Standard 21 states, "The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation." The MSAT Program is a self-support program, so there will not be a direct impact on the instructional workload of either the MSAT or other academic program deliveries in Movement Sciences.

There will be a direct impact on the service workload within the department. In situations where there will be an indirect impact on workload (i.e., research, outreach and instruction), Movement Sciences, Athletic Training and SHAMP will be exploring how we can strengthen our collaborations across these areas to better serve students, the University community and goals, and the associated professions.

Supporting Documents

MSAT Academic Programs Short-Proposal-Form 11_19_24.docx

Reviewer Comments

Sande Schlueter (sandeschlueter) (Mon, 25 Nov 2024 18:52:32 GMT): approved on behalf of Grad Council Chair as per email from JMcMurtry on 11/25/24

Key: 158



SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:			
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	Education, Health and Human Sciences		
Name of Department(s) or Area(s):	Movement Sciences		
Official Name of Program or Instructional/Administrative Unit:	Master of Science in Athletic Training		
CIP code or Modification of CIP Code (consult IR/Registrar):	510913 Athletic Trainer/Trainer		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	33% face-to-face, 67% hybrid delivery		
Implementation Date:	July 1, 2025		
Geographical Delivery:	Location(s)	Moscow, ID	Region(s) II
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee

Indicate those that apply to this request:

- Undergraduate Certificate (30 credits or more)
- Graduate Certificate (30 credits or more)
- Specialized Certificate (Below \$250k/FY)

Proposed Action

- Addition of a certificate or degree to an existing program
- Addition of a certificate to an existing program
- Modification of existing academic programs
 - Splitting an existing program into two or more programs
 - Consolidating two or more programs into one stand-alone program
 - Converting one program option into a stand-alone program
 - Converting or transitioning a degree level type (i.e. BA to BS)
 - Converting or transitioning a certificate type (i.e. TC to BTC)
 - Establishing a dual degree from existing programs

Other

- New programs consisting of multiple certificates with similar coursework
- Program name changes related to Statewide Program Responsibilities (requires Board approval)
- Deviation from certificate or degree program credit definitions (Board Policy III.E.)
- Modification to existing academic instructional or administrative units

College Dean (Institution) Date

Academic Affairs Program Manager, OSBE Date

FVP/Chief Fiscal Officer (Institution) Date

Chief Financial Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

OSBE Executive Director or Designee Date Approval

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

This proposal is to relocate the Master of Science in Athletic Training (MSAT) program from the College of Education, Health and Human Sciences to the new School of Health and Medical Professions within the College of Graduate Studies.

- Rationale for the Move:
 - Alignment with Health Professions:
 - Integrates the MSAT program with similar health profession programs.
 - Facilitates professional socialization among faculty and students within a cohesive healthcare culture.
 - Administrative Benefits:
 - Places the MSAT program alongside other healthcare programs that require specialized programmatic accreditation, enhancing administrative support and collaboration.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

There is likely no impact on MSAT enrollment, though increased visibility of other health profession programs could attract more attention to the school's offerings. Because the MSAT program admits students into cohorts only in the summer, there is no new enrollment during the fall or spring. Therefore, the chart below reflects only the summer headcount.

Estimated New Enrollment			
Year	Fall	Spring	Summer
	Headcount	Headcount	Headcount
2025-26	0	0	25
2026-27	0	0	25
2027-28	0	0	25
2028-29	0	0	25
2029-30	0	0	25

3. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No ____

If yes, proceed to question 5. If no, please address A and B below:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

- b. Provide an explanation for all statements you selected.

Not applicable

5. Curriculum for the proposed program changes and its delivery.

- a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	85
Credit hours in required courses offered by other departments	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program	85

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

**There is no change to the current curriculum.

Summer I

<u>Course Title</u>		<u>Credits</u>
AT 506	Clinical Anatomy I	3
AT 507	Care and Prevention of I&I	3
AT 508	Eval & Diagnosis of I&I I	4
AT 509	Principles of Rehabilitation	3
AT 510	Therapeutic Modalities	2

Fall I

<u>Course Title</u>		<u>Credits</u>
AT 512	Research Methods and Stats I	3
AT 520	Clinical Education I	2
AT 521	Clinical Experience I	4
AT 587	Prevention & Health Prom in AT	3
AT 514	Psychology of Injury & Referral	3

Spring I

<u>Course Title</u>		<u>Credits</u>
AT 513	General Med for ATs	3
AT 543	Neuroscience for ATs	3
AT 522	Clinical Education II	2
AT 523	Clinical Experience II	4
AT 511	Ethics and Administration in AT	3

Summer II

<u>Course Title</u>		<u>Credits</u>
AT 516	Diagnostic Imaging and Testing in AT	1
AT 531	Clinical Anatomy II	3
AT 532	Eval & Diagnosis of I&I II	4
AT 533	Applied Rehabilitation	3
AT 534	Therapeutic Modalities II	2
AT 535	Seminar in AT I	1

Fall II

<u>Course Title</u>		<u>Credits</u>
AT 536	Research Methods and Stats II	3
AT 537	Critical Issues in AT Clinical Practice	3
AT 550	Clinical Education III	2
AT 551	Clinical Experience III	4
AT 540	Pharmacology for ATs	3

Spring II

<u>Course Title</u>		<u>Credits</u>
AT 541	Seminar in AT II	2
AT 542	Research Presentation	3
AT 552	Clinical Education IV	2
AT 553	Clinical Experience IV	4

6. Resources Required for Implementation – Financial Impact and Budget.

- a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

There is no financial impact to the program or university as a result of moving the MSAT program to a new academic unit. The program is fully operational and will continue to use the same faculty/staff, spaces, and resources following the change in unit. The UI is reviewing reserve balances in the program to determine if the full balance should move with the program to SHAMP or if a portion of these funds should remain in EHHS. Regardless, these reserve balances will remain within academic affairs.

¹ Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

590: JD/MBA

In Workflow

1. 177 Chair (alizac@uidaho.edu)
2. 17 Curriculum Committee Chair (jgunder@uidaho.edu)
3. 17 Dean (aviva@uidaho.edu; sandeschlueter@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; sandeschlueter@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, 26 Sep 2024 23:30:48 GMT
Jessica Gunder (jgunder): Approved for 177 Chair
2. Thu, 26 Sep 2024 23:31:29 GMT
Jessica Gunder (jgunder): Approved for 17 Curriculum Committee Chair
3. Fri, 27 Sep 2024 19:31:05 GMT
Aviva Abramovsky (aviva): Approved for 17 Dean
4. Fri, 27 Sep 2024 20:11:51 GMT
Christine Slater (cslater): Approved for Assessment
5. Tue, 01 Oct 2024 18:35:16 GMT
Nicole Remy (nremy): Approved for DLI
6. Mon, 11 Nov 2024 18:51:41 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Mon, 18 Nov 2024 17:54:56 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 22 Nov 2024 15:38:41 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Fri, 22 Nov 2024 16:21:34 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Mon, 09 Dec 2024 18:39:38 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 26 Sep 2024 22:34:02 GMT

Viewing: 590 : JD/MBA

Last edit: Fri, 22 Nov 2024 16:21:00 GMT

Changes proposed by: Aliza Cover

Faculty Contact

Faculty Name	Faculty Email
Aliza	Cover

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

No

Academic Level

Law

College

Law

Department/Unit:

Law

Effective Catalog Year

2025-2026

Program Title

JD/MBA

Degree Type

Major

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

105

Attach Program Change

JD_MBA_Concurrent_Degree_SBOE_Short_Form_rev_11_6_24.docx

CIP Code

22.0101 - Law.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

Yes

Will the program have an Online Program Fee?

Yes

Will this program lead to licensure in any state?

Yes

Will the program be a statewide responsibility?

Yes

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

There will be no financial impact on either the College of Law or the College of Business & Economics. This proposal involves the JD program accepting 12 existing credits of MBA coursework and the MBA program accepting 12 existing credits of JD coursework. Note that the MBA program already accepts 12 credits of non-MBA coursework, and the JD program already accepts up to 6 credits of non-JD graduate-level coursework with administration approval. This concurrent program will only lead to an additional 6 credits of non-JD coursework being applied toward the JD. This will not require the expenditure of resources.

Curriculum:

The concurrent J.D./M.B.A degree program offers students an opportunity to efficiently earn their J.D. and M.B.A.

Students must apply separately to and be admitted by the College of Business and Economics, the College of Law, and the concurrent J.D./M.B.A. degree program. Admission into the concurrent degree program is dependent on a demonstrated ability to excel in an intense, interdisciplinary educational environment.

Students must complete the requirements for the J.D. (see the College of Law (<https://catalog.uidaho.edu/colleges-related-units/law/>) section) and the M.B.A (see the College of Business and Economics (<https://catalog.uidaho.edu/colleges-related-units/business-economics/>) section), subject to the following conditions. Up to 12 hours of M.B.A. graduate credit will be allowed toward the J.D. degree from the following pre-approved lists of classes, provided the student earns a B or better:

Code	Title	Hours
MBA 5120	The Economic Context of Business	3
MBA 5140	Financial Management	3
MBA 5200	Assessing Data to Improve Firm Performance	3
MBA 5210	Strategic Management	3
MBA 5220	Strategic Marketing	3
MBA 5240	Strategic Cost Management	3
MBA 5250	Leading in Organizations	3
MBA 5330	Entrepreneurial Innovation	3
MBA 5400	Supply Chain Strategies and Operations	3

If a student fails to complete the M.B.A. program, no more than 6 credits will be allowed toward the J.D. degree. Up to 12 hours of law credit will be allowed toward the M.B.A. degree. This will permit a student to complete the concurrent degree program in as little as three years.

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?

Boise
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.

JD

1. Graduates will understand their professional and ethical obligations to their clients, the courts and the bar, and the public.
2. Graduates will demonstrate knowledge and understanding of substantive and procedural law and legal institutions.
3. Graduates will demonstrate the capacity to engage in sophisticated legal reasoning and analysis.
4. Graduates will be proficient at communicating complex legal arguments, reasoning, and analysis, both in writing and in oral communication.
5. Graduates will recognize that multiple different potential resolutions to a dispute exist, including avoiding disputes before they begin.

MBA

1. MBA graduates will demonstrate cross-functional understanding in business processes and decisions.
2. MBA graduates will use appropriate tools of analysis to analyze and communicate business problems.
3. MBA graduates will use appropriate tools of analysis to analyze business situations and recommend appropriate action.
4. MBA graduates will experience transformational experiences that foster a better understanding of self, relationships, and global perspectives.
5. MBA graduates will interact effectively and professionally with people of varied backgrounds, abilities, and values.

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

The same assessment processes as are currently employed in the JD and MBA programs will be used here. The change is limited to an additional 6 credits being accepted by the JD from the MBA than would otherwise be allowed. (Note that the College of Law already accepts 6 credits from outside the College toward the JD, and the College of Business & Economics already accepts 12 credits from outside the College toward the MBA).

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

The same approaches to using the assessment findings to improve the program as are currently employed in the JD and MBA programs will be used here. See above for description of the limited change being sought.

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

The same direct and indirect measures used to assess student learning as for the JD and MBA programs. See above for description of the limited change being sought.

When will assessment activities occur and at what frequency?

At the same time and frequency as for the JD and MBA programs as a whole. See above for description of the limited change being sought.

Student Learning Outcomes**Learning Objectives**

JD

1. Graduates will understand their professional and ethical obligations to their clients, the courts and the bar, and the public.
2. Graduates will demonstrate knowledge and understanding of substantive and procedural law and legal institutions.
3. Graduates will demonstrate the capacity to engage in sophisticated legal reasoning and analysis.
4. Graduates will be proficient at communicating complex legal arguments, reasoning, and analysis, both in writing and in oral communication.
5. Graduates will recognize that multiple different potential resolutions to a dispute exist, including avoiding disputes before they begin.

MBA

1. MBA graduates will demonstrate cross-functional understanding in business processes and decisions.
2. MBA graduates will use appropriate tools of analysis to analyze and communicate business problems.
3. MBA graduates will use appropriate tools of analysis to analyze business situations and recommend appropriate action.
4. MBA graduates will experience transformational experiences that foster a better understanding of self, relationships, and global perspectives.
5. MBA graduates will interact effectively and professionally with people of varied backgrounds, abilities, and values.

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 rationale 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 College of Law currently offers a JD/MBA program with both WSU (fully online) and BSU (in person). In Summer 2024, the University of Idaho College of Business and Economics launched a new online MBA program. There is now a strong institutional interest in partnering within the University of Idaho to give students the opportunity to earn their JD/MBA fully through the University of Idaho. The following proposal sets out the key curricular components of the program.

1. Consistent with other concurrent degree programs offered by the College of Law – including the concurrent MBA programs offered with WSU and BSU – law students would be able to count up to 12 credit hours of MBA coursework toward the JD, and up to 12 credits of College of Law coursework toward the MBA. Additional information about the MBA credits that could count toward the JD is provided below.
2. Also consistent with our other concurrent JD/MBA programs, the College of Law would award classroom credit and enter a “P” on the student’s College of Law transcript for MBA courses in which the student earns a “B” or better, but, as transfer courses, MBA grades would not count in the determination of a student’s cumulative grade point average or class standing in the College of Law.
3. No other JD graduation requirements would be changed.

CREDIT REQUIREMENTS AND COURSE OF STUDY

Pursued individually, the UI College of Law JD requires the completion of 90 credit hours and the UI online MBA requires the completion of 39 credit hours. The proposed Concurrent Program would require the completion of 78 law credit hours and 27 business credit hours, as 12 credit hours of business courses would be accepted toward the JD and 12 credit hours of law courses would be accepted toward the MBA.

Courses taken as part of the MBA program are eligible to meet the requirements for receipt of the JD degree if the following course of study is followed. Exceptions to this course of study must be approved in writing by the Program Advisors and their respective university governing bodies at the requisite college or university level as determined by the applicable institution, if appropriate.

Note that the JD program is only available face-to-face in either Moscow or Boise, while the MBA program is online only.

Supporting Documents

UI JD-MBA Concurrent Degree Proposal rev_11_6_24.pdf

Reviewer Comments

Sydney Beal-Coles (sbeal) (Fri, 22 Nov 2024 16:21:00 GMT): Reformatted course list

Key: 590

MEMO

From: Aliza Cover, ADF

To: Curriculum Committee

Re: Proposal to Create Concurrent MBA/JD Program with U of I College of Business & Economics

Date: September 5, 2024 (amended November 6, 2024)

The College of Law currently offers a JD/MBA program with both WSU (fully online) and BSU (in person). In Summer 2024, the University of Idaho College of Business and Economics launched a new online MBA program. There is now a strong institutional interest in partnering with our fellow UI college and giving students the opportunity to earn their JD/MBA fully through the University of Idaho. The following proposal sets out the key curricular components of the program.

1. Consistent with other concurrent degree programs offered by the College of Law – including the concurrent MBA programs offered with WSU and BSU – law students would be able to count up to 12 credit hours of MBA coursework toward the JD, and up to 12 credits of College of Law coursework toward the MBA. Additional information about the MBA credits that could count toward the JD is provided below.
2. Also consistent with our other concurrent JD/MBA programs, the College of Law would award non-classroom credit and enter a “P” on the student’s College of Law transcript for MBA courses in which the student earns a “B” or better, but, as transfer courses, MBA grades would not count in the determination of a student’s cumulative grade point average or class standing in the College of Law.
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MBA Core Required Courses

27 Credits

Choose 12 credits from the following to also count toward the JD

MBA 512 - The Economic Context of Business	3
MBA 514 - Financial Management	3
MBA 520 - Assessing Data to Improve Firm Performance	3
MBA 521 - Strategic Management	3
MBA 522 - Strategic Marketing	3
MBA 524 - Strategic Cost Management	3
MBA 525 - Leading in Organizations	3
MBA 533 - Entrepreneurial Innovation	3
MBA 540 - Supply Chain Strategies and Operations	3

JD Electives - 12 credits apply to both MBA and JD

The following are the course descriptions for the courses listed above:

MBA 512 The Economic Context of Business (3 credits)

This course examines the economic conditions that organizations face, both at the macro and micro levels. It also examines the economics of supplier and employment contracts. Specific topics that the course may include are market supply/demand analysis, strategic interaction between firms, the economics of external contracting, principal-agent models and their applications to employment contracts, and how organizations prepare for and respond to recessions and inflation. Typically Offered: Varies.

MBA 514 Financial Management (3 credits)

Introduction to corporate finance. Employs financial tools to assist managers in making short-term and long-term financial decisions. Topics include financial statement analysis, cost of capital, capital budgeting, capital structure management, and working capital management. Typically Offered: Varies.

MBA 520 Assessing Data to Improve Firm Performance (3 credits)

The course examines the use of management information systems to capture and process data into insights and information for use in the organization. Topics include using management information systems to create a competitive advantage, using data analytics software to identify and analyze problems and opportunities, and using software to create visualizations to effectively communicate insights found using data analytics. Typically Offered: Varies.

MBA 521 Strategic Management (3 credits)

The course explores the social, natural, technological, legal, and competitive environments in which organizations operate, with special attention given to how this context creates opportunities and risks for today's organizations. In addition, the course examines what strategy is and considers in detail how an organization builds a sustainable competitive advantage. Thus, this course examines concepts, tools and frameworks that the student can use to analyze complex organizational contexts and to develop and implement effective organizational strategies in an integrated fashion across the entire organization. Typically Offered: Varies.

MBA 522 Strategic Marketing (3 credits)

Exploration of the dynamic world of marketing management, formulation, and execution of successful marketing strategies, informed by industry, competitor, and customer analysis. Emphasis on building knowledge and the necessary skills to design strategically informed, integrative marketing programs through the development of a marketing plan. Typically Offered: Varies.

MBA 524 Strategic Cost Management (3 credits)

This course examines the concepts and tools needed for systematically designing, implementing, and evaluating individual and firm performance based on managerial cost data and techniques. Typically Offered: Varies.

MBA 525 Leading in Organizations (3 credits)

This course focuses on how managers can become effective leaders by addressing the human side of an organization through the framework of Organizational Behavior. The academic discipline examines the behaviors of individuals and teams, along with the collective behavior of people within the whole organization. Through the application of Organizational Behavior principles, students will develop leadership skills and abilities that are essential to solving various organizational problems and issues, achieving ambitious goals, and fostering innovations in contemporary organizations. Topics include motivation, leadership, group dynamics, conflict management, organizational climate and culture, and more. Typically Offered: Varies.

MBA 533 Entrepreneurial Innovation (3 credits)

Provides insight and experience with business model development, lean launch, customer discovery, and the key activities for building a successful startup or innovating within an existing organization. Focus will be on rapidly developing and testing ideas by gathering customer and marketplace feedback and searching for a viable business model and launch strategy. Typically Offered: Spring.

MBA 540 Supply Chain Strategies and Operations (3 credits)

This course covers strategic and operational decision-making in supply chain management, from procurement and production to distribution and logistics. It develops students' skills to design, implement, and manage resilient supply chains that meet the demands of today's dynamic global marketplace. Key topics include demand management, inventory optimization, network design, strategic sourcing, risk mitigation, sustainable practice, etc. Typically Offered: Varies.