

2024 – 2025 Faculty Senate – Approved 2/25/2025, FS Mtg # 24
Meeting # 23

Tuesday, February 18, 2025, 3:30 pm – 5:00 pm Zoom only

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

Absent: Lawrence (excused), Raney (excused), Maas, Miller, Koliass

Guests: Rebecca Hastings, Dulce Kersting-Lark, Delphine Keim, Katie Miner, Eric Wolbrecht, Carol Billings, Anne Perriguy

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 #22, February 11, 2025, were approved as distributed.

Chair's Report

- The State Board meets this week. <https://boardofed.idaho.gov/event/board-meeting-boise-18-2/>
- Please fill in your committee preference form.
- Proposed extensions of the Tuition Benefit for Dependents were approved last week by the Faculty and Staff Policy Group (FSPG) and will come to the senate next week.
- **Who we are:** Bob Borrelli, Senator from COE.
Bob shared some background on his education and career path. He obtained his PhD in nuclear engineering from UC Berkley. After that, Bob spent two years at the University of Tokyo in a postdoc position. He joined the U of I in 2015 where he was awarded tenure in 2021. He is very active in the American Nuclear Society and joined Faculty Senate to get more involved university wide. Bob will be in Moscow around the end of April. Let him know if you would like to meet and chat.

Vice Provost Report

- Torrey is on his way to Boise for the SBOE meetings on Wednesday and Thursday.
- Congratulations to all of us for achieving R-1 status!
<https://www.uidaho.edu/news/news-articles/news-releases/2025/021325-r1>
- We continue to monitor federal orders that are coming through, as well as the state legislature activities. A “Dear Colleague” letter came late on Friday night from the Department of Education. We are taking a thoughtful and intentional approach and trying to see what implications it might have. <https://www.ed.gov/media/document/dear-colleague-letter-sffa-v-harvard-109506.pdf>
- CALS is searching for a new dean. One candidate was on campus last week, and two more are visiting soon. The second candidate’s open session is on Thursday, February 20th, from 10:30 to 11:30, in the ISUB Clearwater Whitewater room, and the third candidate will be here on Thursday the 27th. Details for the open sessions are on the website.
<https://www.uidaho.edu/provost/administrative-searches/cals-dean>

Committee Reports

- UCC (vote)

- UCC 505: Interaction design Undergraduate Academic Certificate – Delphine Keim, Art and Design.
This is in parallel with their Graphic Design Certificate. It is useful for professional development because the skill set students acquire is in high demand.
Discussion:
Noticing that all three courses are taught by the same instructor, a senator asked whether that instructor being unavailable would be a problem. Delphine replied that there is another faculty member who can cover those classes.
Vote: 17/17 yes. Motion passes.
- UCC 532: Food, Nutrition and Wellness Undergraduate Academic Certificate – Katie Miner, School of Family and Consumer Science.
The certificate gives a foundation in Food, Nutrition and Wellness at the entry level.
Discussion:
There was a request of clarification concerning the certificate being a “steppingstone to future certificates or degrees.” Katie said that people can earn the certificate and find employment, though not as a registered dietician. Alternatively, they can build on that and move to the advanced level certification.
Vote: 18/18 yes. Motion passes.
- UCC 576: Mechanical Design and Manufacturing Undergraduate Academic Certificate –Eric Wolbrecht, Mechanical Engineering.
This certificate is designed to provide undergraduate students with specialized knowledge and skills in product development and manufacturing engineering, which is a rapidly growing and evolving industry. This certificate program is intended to prepare students for careers in this or related fields, as well as future graduate studies in this field. More of these may be offered either via Engineering Outreach or directly online. It also includes a machine shop three-class training sequence which contributes as one class. Our Advisory Board tells us that it’s valuable to get some machining experience.
Discussion:
Tim asked whether this is related to the change that the senate approved a couple of weeks earlier. Eric responded that the changes to the Bachelor of Science certainly are beneficial to this, as students will have the opportunity to take tech electives and earn more certificates because they'll have a broader range, and the certificates will do a great job of channeling their energy. They anticipate that most students would only take one certificate, but they'll have six after this one. In summary, it is primarily targeted at their undergraduate students, who can earn both a bachelor's degree and one of these six certificates. It is an option, not a requirement. They are pretty excited about it. Their Advisory Board keeps telling us we have more diverse needs than ever in terms of the skill set required of new engineers.
Vote: 17/18 yes; 1/18 no. Motion passes.
- UCC 55: Career and Technical Education BSED – Carol Billing, Curriculum and Instruction.
They just reorganized things. Nothing was added or dropped. The Ed core and the CTE core classes, which are required for all four endorsements, are now together in the catalog pages. After that, they listed each of the four endorsement areas. Upon evaluation of all the CTE options, many of the same classes were found to be required across all options. Those common classes were moved to the General Career and Technical Education Requirements.
No questions.
Vote: 19/19 yes. Motion passes.

- UCC 566: French for the Professions Undergraduate Academic Certificate – Anne Perriguet, School of Global Studies.
French 310 was designed to help students needs better function in the workplace using their language skills. The focus is, of course, on language and culture. The class is also part of a certificate that we just created and was approved recently.
Discussion:
In response to a question, Anne clarified that this is a new level, not a higher-level course. There was a question about FREN vs. FLEN, in particular, which courses in the certificate provide *cultural competence*. Anne replied that culture is usually part of every single class they teach, but the FLEN courses address culture in more depth. FLEN stands for foreign language but taught in English. The FLEN classes that students can take to earn the certificate include French literature and French cinema. There is also a cultural experience with travel abroad that's being taught now, which is FLEN 315.
Vote: 17/18 yes; 1/18 no. Motion passes.

Announcements and Communications

- Archiving web content – Digital Archivist Rebecca Hastings, U of I Special Collections & Archives, gave a presentation on Archiving Web Content. The presentation is included with these minutes.

Discussion:

There were questions about what can be archived (faculty websites starting with uidaho.edu can), and whether an archived item can be updated. Rebecca replied that they can capture a particular URL multiple times and if they try to capture duplicate information, it will be recognized. Dulce Kersting-Lark, also on the call, added that they are also thinking about how to handle those websites that are different than the branded website redesign. They might end up archiving all the webpages and capturing all of them. It's important to keep in mind that what they capture is a moment in time. They're archiving a picture of the page, not the page itself, an interactive and high-quality picture where you can click on working links. But, if something is altered, it will not alter what is in the archive. It's best to let them know, so they can do another capture.

To the question of whether one can purchase more storage space, Rebecca responded that those conversations are currently happening.

Tim said that the Wayback Machine is not useful anymore. None of the pictures or contents of a webpage are there. From the example Rebecca showed, it seems she is actually capturing all of the content. The question is whether we can expect that 10 years from now it will all still be there. Rebecca explained that she can capture it over and over again until she has grabbed the site exactly as it is represented now and archive it. It captures things in a more stable way than Wayback. It's also a way of making sure that we have a backup, and we are not 100% reliant on the Internet.

For more information, visit

<https://www.lib.uidaho.edu/special-collections/donations.html>

https://www.webpages.uidaho.edu/info_literacy/

https://docs.google.com/spreadsheets/d/1SLVI_59DZUCtDHxAjuKJGQ17Zzyto2aIOAWr3Q9M8SQ/edit?usp=sharing

- Discussion on the impact on faculty productivity from bureaucratic and compliance tasks.
Points raised by the senators:
 - Applying for grants: one must first enter everything in VERAS and then again in grants.gov.
 - Issues with taking our computers abroad (point raised previously).
 - Required documentation for travel authorization (point raised previously).

- Financial receipt tracking, reconciling expenditures can sometimes be very frustrating.
- Late fees for cutting checks (when students are late filling in their time sheets).
- Salaries and cost of housing.
- Annual performance review: the report has to be prepared during the Winter Break.
- There is too much administrative burden piled on in our day-to-day job, such as multiple logins/authentications every time we use a classroom computer.
- “Parental” responsibilities that are put on faculty to oversee their students – early warning grades, mid semester grades, kudos, etc.
- Volume of work for members of hiring committees.
- Learning many different systems, because they keep changing.
- Reduced staff support while handling larger volume of work.
- Reduced staff support may prompt a unit to cancel events that are good for recruiting and university showcasing.
- Slow or no response from accounting or other offices (likely to be related to reduced staff support).

New Business

There was none.

Adjournment

The agenda being completed, the meeting was adjourned at 4:52pm.

Respectfully Submitted,

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

Archiving Web Content

Rebecca Hastings
Digital Archivist
University of Idaho Special Collections & Archives

I. Background

- “The Special Collections and Archives (Spec) department supports stakeholder access to **unique and rare materials that are crucial to studying the history of the university, the state, and the region**. A significant portion of Spec’s holdings are not duplicated anywhere else in the world, and the archives are **curated to serve the needs of students, faculty, and the community**.” (University of Idaho Library Annual Manual 2024-25, p. 22).
- Conventional/analog materials (paper, film, etc.), digitized materials, and born-digital materials, including web content.
- Ad hoc web collecting by Library/Spec employees with various tools until Archive-It contract began on Dec. 1, 2024 (website redesign the initial impetus for the contract).
- **Archive-It**: a paid service of the Internet Archive. Similar to the Wayback Machine (captures web content as it appears on a given date), but with more customized, regularized, predictable captures and an institutional page for organizing accessible collections of captures.



The leading web archiving service
for collecting and accessing
cultural heritage on the web
Built at the Internet Archive

<https://archive-it.org/>

II. Spec's Archive-It Procedures

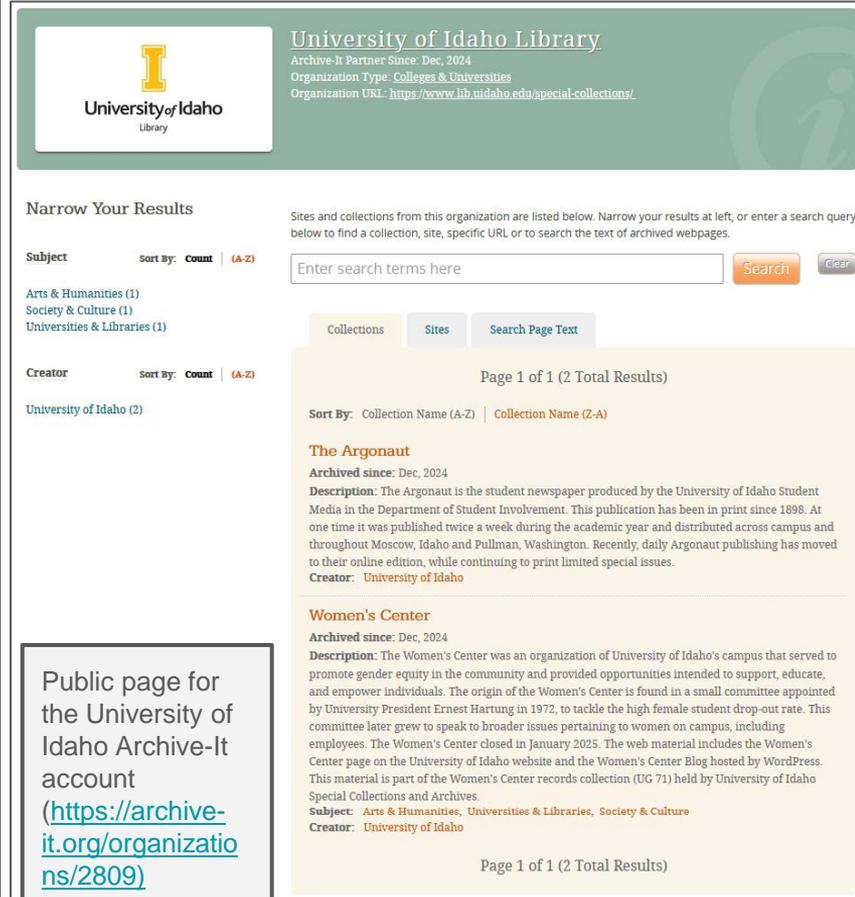
- Digital Archivist:
 - Creates a collection
 - Enters URLs (web addresses) associated with that collection
 - Prompts Archive-It to capture the web content at those URLs
 - Fills out collection/item metadata
 - Connects capture to Special Collections and Archives finding aid
 - Saves WARC/WACZ to local storage
- Typically starts with test captures, which can be deleted or saved. Capture “rules” can be adjusted.

| <input type="checkbox"/> Seed URL | Groups | Status | Frequency | Type | Access | Last Crawl | Crawls | Wayback |
|--|--------|--------|-----------|-----------|--------|-------------|--------|------------------------------|
| <input type="checkbox"/> https://www.uidaho.edu/diversity/edu/womens-center/event... | — | Active | One-Time | Standard+ | Public | Jan 03 2025 | 2 | Wayback > |
| <input type="checkbox"/> https://uiwomenscenter.wordpress.com/ | — | Active | One-Time | Standard | Public | Jan 27 2025 | 6 | Wayback > |
| <input type="checkbox"/> https://www.uidaho.edu/diversity/edu/womens-center/ | — | Active | One-Time | Standard | Public | Dec 17 2024 | 3 | Wayback > |

List of URLs associated with the University of Idaho Women's Center Archive-It collection

III. Web Archiving Thus Far

- Not capturing the entire pre-redesign University of Idaho website: Spec is not records management; curated collecting is more manageable in terms of quality control, description, and accessibility; data budget is limited.
- Web material captured thus far: uidaho.edu webpages for each college, law school, student life, a few other thematic groupings; Argonaut student newspaper website (monthly captures).
- Developed an Archive-It collection of web material that was removed from the University of Idaho website following the Idaho State Board of Education's resolutions on "DEI ideology" (<https://boardofed.idaho.gov/meetings/board/archive/2024/121824/04%20IRSA.pdf>).
- Most U of I Archive-It collections are still private (under construction); Argonaut and Women's Center are public.



The screenshot displays the University of Idaho Library's Archive-It interface. At the top left is the University of Idaho Library logo. The header includes the text: "University of Idaho Library", "Archive-It Partner Since: Dec, 2024", "Organization Type: Colleges & Universities", and "Organization URL: https://www.lib.uidaho.edu/special-collections/".

The main section is titled "Narrow Your Results" and contains a search bar with the placeholder text "Enter search terms here" and "Search" and "Clear" buttons. Below the search bar are filters for "Subject" and "Creator". The "Subject" filter shows "Arts & Humanities (1)", "Society & Culture (1)", and "Universities & Libraries (1)". The "Creator" filter shows "University of Idaho (2)".

Below the filters, there are tabs for "Collections", "Sites", and "Search Page Text". The results are displayed as "Page 1 of 1 (2 Total Results)". The "Sort By" dropdown is set to "Collection Name (A-Z)".

The first result is "The Argonaut". It is listed as "Archived since: Dec, 2024". The description states: "Description: The Argonaut is the student newspaper produced by the University of Idaho Student Media in the Department of Student Involvement. This publication has been in print since 1898. At one time it was published twice a week during the academic year and distributed across campus and throughout Moscow, Idaho and Pullman, Washington. Recently, daily Argonaut publishing has moved to their online edition, while continuing to print limited special issues." The creator is listed as "University of Idaho".

The second result is "Women's Center". It is listed as "Archived since: Dec, 2024". The description states: "Description: The Women's Center was an organization of University of Idaho's campus that served to promote gender equity in the community and provided opportunities intended to support, educate, and empower individuals. The origin of the Women's Center is found in a small committee appointed by University President Ernest Hartung in 1972, to tackle the high female student drop-out rate. This committee later grew to speak to broader issues pertaining to women on campus, including employees. The Women's Center closed in January 2025. The web material includes the Women's Center page on the University of Idaho website and the Women's Center Blog hosted by WordPress. This material is part of the Women's Center records collection (UG 71) held by University of Idaho Special Collections and Archives." The subject is listed as "Arts & Humanities, Universities & Libraries, Society & Culture" and the creator is "University of Idaho".

At the bottom of the results, it says "Page 1 of 1 (2 Total Results)".

Public page for the University of Idaho Archive-It account (<https://archive-it.org/organizations/2809>)

III. Web Archiving Thus Far

You are viewing an archived web page collected at the request of [University of Idaho Library](#) using [Archive-It](#). This page was captured on 17.03.03 Dec 17, 2024, and is part of the [Women's Center](#) collection. The information on this web page may be out of date. See [All versions](#) of this archived page. Found 0 archived media items out of 0 total on this page. [Metadata](#) [Enable QA](#)

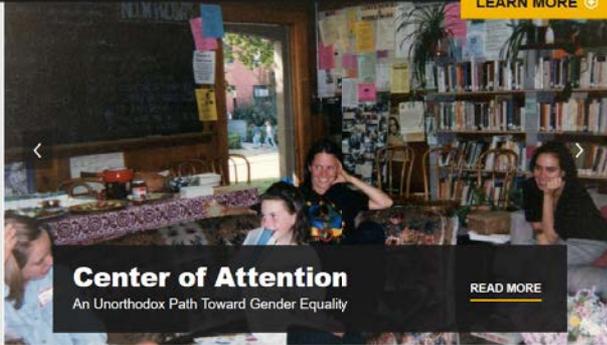


Prospective Students ▾ Current Students ▾ Parents ▾ Alumni ▾ Faculty & Staff ▾

Academics Admissions Student Life Research Outreach About Leadership Diversity Athletics Events News Directory A - Z

Women's Center

- About Us +
- Events +
- Request a Presentation
- Get Involved +
- Campus & Community Resources -
- Campus Lactation Rooms
- Scholarships
- Women's, Gender & Sexuality Studies
- What's Up Weekly Newsletter
- Athena +
- Campus Violence Prevention Program +



Center of Attention
An Unorthodox Path Toward Gender Equality

[READ MORE](#)

▲ / DIVERSITY / OFFICE OF EQUITY AND DIVERSITY / WOMEN'S CENTER

Women's Center

The Women's Center promotes and advocates for gender equity on campus and in the community. We facilitate opportunities for learning and activism to support and empower all individuals in building an inclusive and compassionate society.

Located on the ground floor of the [Memorial Gym](#) Room 109, the Women's Center strives to offer a safe environment for all. The center includes a kitchenette with



Our Blog

A collective of writers and photographers attempting to promote

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Overview of the Collection

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Grants

Publications

Graphic Materials

Audio Visual Materials

Web Materials

Names and Subjects

| | | | |
|----|-----|--|------|
| 13 | 410 | VIDEO Cassette - TO MAKE A STUDY OF OUR LIVES - Speaker : Judy Smith Copy 2 | 1979 |
| 13 | 411 | Video Cassette - Happy Birthday, Dr. Kirg 28 min. Released Dec. 1985 (2 copies) | 1985 |
| 13 | 412 | Video Cassette - Health Care Reform Sept. 21, 1994 & Sept. 27, 1994 | 1994 |
| 13 | 413 | Video Cassette - Health Care Reform : Idaho Congressional Delegates | 1994 |
| 13 | 414 | Video Cassette - ASA Presentations Sept. 27, 1994 PI Beta Phi Betsy Thomas & Gwen Snow | 1994 |
| 13 | 415 | Video Cassette - Women's Center Program Conciliation Agreement at U of I March 8, 1988 | 1988 |

Series VIII: Web Materials

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| Container(s) | Description | Dates |
|--------------|---|-----------|
| Online | Women's Center Web Page | 2024 |
| Online | Women's Center's 50th Anniversary Web Page | 2022-2023 |
| Online | The University of Idaho Women's Center's Blog | 2013-2023 |

Names and Subjects ▾

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Subject Terms

- Correspondence
- Equality
- Sex discrimination
- Sexual harassment--Prevention
- Sexual minorities
- Social advocacy
- Women's rights
- Women's studies

Finding aid prepared by Courtney E. Berge and Eri Geslani; updated Rebecca Hastings in 2025.
2021

Archived Women's Center website

Women's Center records (UG 71) archival finding aid ([https://archiveswest.orbiscascade.org/ark:80444/xv822644](https://archiveswest.orbiscascade.org/ark:/80444/xv822644))

IV. Requesting Web Archiving

- Some web material is being captured on archivists' own initiative.
- **Spec will take University of Idaho website archiving requests.** Caveats:
 - Material should fit Spec's collecting scope ("archival research materials that document the history and culture of Idaho and the University of Idaho") (<https://www.lib.uidaho.edu/special-collections/>).
 - Archive-It captures may be limited by our data budget (256 GB/year). Interactive or data intensive features are not a good fit for Archive-It (other capture methods possible).
 - Some materials (such as embedded PDFs) may be downloaded as individual files rather than captured as web pages.

To request web archiving:

- Make a copy of this Google Sheet:
https://docs.google.com/spreadsheets/d/1SLVI_59DZUCtDHxAjuKJGQ17Zzyto2aIOAWr3Q9M8SQ/edit?usp=sharing
 - File > Make a copy
 - Rename as desired
- Fill in:
 - Page URL (required)
 - Page title
 - Page description
 - Linked/embedded files to capture
- Email document or link to Spec:
 - rhastings@uidaho.edu and/or
 - libspec@uidaho.edu

University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #23

Tuesday, February 18, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #22 (February 11, 2025) **Attach. #1**
- III. Chair's Report
 - Who We Are: Bob Borrelli, Senator from COE
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - UCC 505: Interaction Design Undergraduate Academic Certificate – Delphine Keim, Department Chair and Professor – Art and Design (Vote) **Attach. #2**
 - UCC 532: Food, Nutrition, and Wellness Undergraduate Academic Certificate – Katie Miner, Associate Director and Senior Instructor – School of Family and Consumer Sciences (Vote) **Attach. #3**
 - UCC 576: Mechanical Design and Manufacturing Undergraduate Academic Certificate – Eric Wolbrecht, Department Chair and Professor – Mechanical Engineering **Attach. #4**
 - UCC 55: Career and Technical Education BSED – Carol Billing, Clinical Assistant Professor – Department of Curriculum and Instruction **Attach. #5**
 - UCC 566: French for the Professions Undergraduate Academic Certificate – Anne Perriguet, Senior Instructor of French – School of Global Studies **Attach. #6**
- VI. Other Announcements and Communications
 - Archiving web content ahead of the redesign currently underway – Rebecca Hastings, Digital Archivist and Dulce Kersting-Lark, Head Special Collections and Archives/Assistant Professor
 - Discussion on increasing bureaucratic and compliance tasks and their impact on productivity – Kristin Haltinner, Senate Chair
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #22 (February 11, 2025)
- **Attach. #2** UCC 505: Interaction Design Undergraduate Academic Certificate
- **Attach. #3** UCC 532: Food, Nutrition, and Wellness Undergraduate Academic Certificate
- **Attach. #4** UCC 576: Mechanical Design and Manufacturing Undergraduate Academic Certificate
- **Attach. #5** UCC 55: Career and Technical Education BSED
- **Attach. #6** UCC 566: French for the Professions Undergraduate Academic Certificate

2024 – 2025 Faculty Senate – Pending Approval

Meeting # 22

Tuesday, February 11, 2025, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Aus, McKenna, Ramirez

Guests: Dulce Kersting-Lark, Rebecca Scofield

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 #21, February 4, 2025, were approved as distributed.

Chair's Report

- Student educational records are protected under FERPA. Students who do not want their photo or other directory information to be public can ask that it be restricted. Requests for student records are generally routed through the University's General Counsel office.
- Immigration and Customs Enforcement agents generally cannot enter private spaces, such as student dormitory rooms or other spaces closed off to the general public, without a judge-issued warrant or permission. Any faculty or staff receiving such requests should refer them to the OGC.
- Faculty, students, or staff contacted for purposes of immigration enforcement can reach out to the College of Law Immigration Clinic: <https://www.uidaho.edu/law/academics/experiential-learning/clinics/immigration>.
- Three potential avenues for exploring concerns about the health care system were proposed:
 - 1) Brandi Terwilliger is willing to visit the senate and explain the contexts of our plan
 - 2) We could charge a standing committee or create an ad hoc committee to do a thorough comparison of our plan vs. the state's plan
 - 3) There is a benefits advisory committee run through HR with a seat for a Faculty Senate representative. The committee reviews things like deductible and copay costs as well as what is covered. The chair is soliciting volunteers for this role.
- The University-Level Committee preference form just came out. The chair emphasized that participating in committee service is key to shared governance.

Discussion:
The discussion indicated that there are mixed perceptions about senate committee participation. There were comments on how to make the invitation more "attractive" as well as comments on how to emphasize committee participation as everyone's responsibility. Nominating a colleague was brought up as a strategy, although, others argued, approaching a colleague and encouraging them to participate may be more efficient. Participation is not mandatory, but all eligible faculty and staff (see FSH 1620 C for eligibility criteria) are warmly invited to fill in and return the form.
- **Who we are:** Nicole Remy, Staff Representative to Faculty Senate.

Nicole shared some of her education and professional background, which is in English literature, administration and some counseling focus dealing with learners, particularly college students, traditional and nontraditional. Professionally, her start was in student support, specifically in housing or residence life. Nicole spent many years living on campus as a professional in-residence hall and responding to student needs and crises. She spent four years at Old Dominion which is an institution of about 25,000 students responding to and supporting students at all levels of need, mental health basic needs, academic needs, financial needs, food pantry needs especially during the COVID years. About 2 years ago, she started my position as a program manager in digital learning initiatives at the University of Idaho, which is a new office, created to support online learning and new programming, talk to academic units who are trying to jumpstart a new program and launch it in the online space. They also support programs that are hybrid or have different approaches and provide the platform for continuing adult and professional education, courses, registration payment, learning management systems. Nicole and her team are happy to chat with anybody!

Report from Vice Provost for Faculty

- February Moscow Faculty Gathering, hosted by the College of Business and Economics, to be held on Wednesday February 12, 2025, from 4:30-6:30 PM PT in the Albertson Building Atrium. Please complete this [RSVP form](#) if you plan to attend.
- The University Distinguished Professor Advisory Committee has two of the Dean Committee members cycling off, Dean Ben Hunter and Dean Jerry McMurtry. Please solicit nominations for Deans to serve on this committee. The other committee member who represents the Deans is Susie Long from Engineering. If you could, please give us your thoughts about who you might like to have serve on that committee.

Discussion:

There was a brief conversation about the committee composition.

Committee Reports

- UCC (vote)
 - UCC 6: Leadership and Organization Development MS – Laura Holyoke
This is a change of our program name from adult organizational learning and leadership to leadership and leadership and organization development. There are no changes to the curriculum. The new name aligns better with our student learning outcomes and reflects what we teach in our curriculum. When students are looking for programs, they easily recognize organizational development and leadership. Likewise, when students graduate, employers or others will better recognize the degree.
No questions.
Vote: 17/17 yes. Motion passes.
 - UCC 138: Update to FSH 4130 – Standard Course Numbers – Ted Unzicker, Assistant Registrar
Mostly, it's editorial updates to go along with the 3-to-4-digit course number change. We also took the opportunity to add undergraduate research, for which several departments already have course numbers, and so it made sense to have a standard course number for that. Finally, we reserved some numbers for future standard courses.
Vote: 18/18 yes. Motion passes.
 - UCC 596: Urban Design & Development Graduate Academic Certificate – Xiao Hu

This is to reactivate a program we used to have a number of years ago, in response to the changing context and the strong demand from the industry for students with better urban design and development skills.

No questions.

Vote: 18/18 yes. Motion passes.

- UCC 230: Geographical Information Systems (GIS) BS – Eric Mittelstaedt, Earth and Spatial Sciences

We're just changing the CIP code on our undergraduate bachelor's in GIS. By doing so, we'll make the program available for Idaho Launch funding. Also, international students who take this program will be able to do the optional postgraduate training programs available from the State Department.

Discussion:

There was a brief exchange to clarify that the old CIP code was an oversight.

Vote: 18/18 yes. Motion passes.

- Faculty & Staff Policy Group (FSPG) (vote)

- FSH 1520 and 1580, Creation of Past Chair – Barb Kirchmeier

Barb provided some background on these revisions, already discussed at senate in November 2024 and sent to FSPG to develop the language for progression from vice chair of senate to chair and to create an official past chair role. This was done in December. . The revised version that's in the binder was approved unanimously by FSPG.

Discussion:

Francesca had a comment about FSH 1580 Section 3: For clarity, "...regular and special meetings" should be "...regular and special meetings of the Faculty Senate." She also had a comment about the clarity of FSH 1520 Section 4: If a faculty is elected for a second term (as it is allowed), becomes vice chair in their 5th year and chair in their 6th, the additional year as past chair would be their 7th year, not their 4th. She suggested "...4th year of their term, or of their last term in the case they served two terms."

A senator requested clarification on the vice chair to chair confirmation vote. Barb and Tim explained that this change will not go into effect until July 1, and, therefore, at the end of this spring term for the next 2025-26 AY year we will follow the currently published policy.

There was no more discussion.

Vote on FSH 1520: 18/18 yes. Motion passes.

Amendment to FSH 1580 (Murphy, Chapman). Article 2, section 3 "the past chair will attend all regular and special meetings." Motion: include the language "of Faculty Senate" at the end of that sentence.

Vote on the amendment: 20/20 yes. Amendment passes.

Vote on amended motion: 19/19 yes. Motion passes.

- *Ad Hoc* Salary Committee (Needs motion and vote)

- Request to revise membership of committee – Alex Maas and Kristin Haltinner
The committee requested a change in membership. Presently, there are representatives from the Senate, Staff Council, the Staff Compensation Committee, and Diane Kelly-Riley as an ex officio member. The request is to add two ex-officio positions, one for Brian Foisy or delegate, who might be Kim Salisbury, and the second one for Brandy Terwilliger in HR as an ex-officio member. Also, the membership should reflect all colleges.

Discussion:

There was a conversation on whether it's anticipated that the *ad hoc* committee will continue into next year. This is currently an issue at FAC, who will consider creating a standing committee. People agreed that expanding the membership as requested would have no impact on what FAC decides in the future.

There was some discussion on the benefits of broader representation.

Motion (Chapman, Barannyk) to add representatives from all colleges and the faculty-at-large, and two ex-officio non-voting members from DFA and HR.

No further discussion.

Vote: 20/20 yes. Motion passes.

- University Committee on General Education (Needs motion and vote)
 - Charge to Select Common Read - Barb Kirchmeier
As the Director of General Education, Barb oversees the Common Read program, which includes picking the Common Read book and then planning appropriate programming to support students and members of the community as they read the chosen book together. UCGE will have the capacity to include Common Read as a part of their charges, but they're not yet ready to commit to a change in FSH 1640 to update their committee charge officially. They are interested in trying it out for a year to see if this is a manageable add to the committee's work. The request is that Faculty Senate would charge UCGE for one year with assisting in the selection of the Common Read and the programming to support it.
Discussion:
Tim reminded everyone that this is a temporary solution, and so, other options will have to be created.
There was positive feedback about the request. A senator really appreciates having a broader spectrum of people, especially from Gen Ed, to work on it.
Francesca suggested considering, for the long term, an affinity group that functions like a book club, but specifically focused on Common Read. Any number of people can participate. See FSH 3790 – Employee Affinity Groups.
Motion (Chapman, Barannyk) to charge UCGE with selecting the Common Read for the AY 25-26.
Vote: 18/19 yes; 1/19 no. Motion passes.

Other Policy Business (needs motion and vote):

- FSH 4250: Continuing Education and Correspondence Study – Barb Kirchmeier, Nicole Remy
The policy has not been updated since 2006, and most of the information in the policy is out of date, not just out of date to what it references, but also the procedures are no longer accurately described. Barb worked with Nicole and Ken to do some revision work, which they were run by a number of stakeholders, including people currently involved with continuing education on campus, FAC, and the Teaching Committee, and they took everybody's feedback. A motion from the floor is needed, because the revisions do not come from a committee.
Motion (Chapman, Kenyon) to approve the revised version of FSH 4250 found in the binder.
Vote: 16/16 yes. Motion passes.

Announcements and Communications

- America250 – Dulce Kersting-Lark, Head Special Collections and Archives; Rebecca Scofield, Chair of History
Dulce and Rebecca are here to make sure everyone is aware of the 250th anniversary of the signing of the Declaration of Independence, which occurs in 2026. It is widely referred to as America250 (there is a typo on the agenda). They are dedicated to having these

conversations in respectful ways and making space to do so on our campus. [Dulce and Rebecca proceeded to display a presentation of the project, included with these minutes. Their contacts are on the last slide.] They concluded with an invitation to brainstorm or collaborate. Dulce and Rebecca are willing to visit units about possible programming ideas.

New Business:

- Following up on a question from last week's new business about help locating sources of grant funds, Francesca suggested the link below as a good place to start. Their purpose is connecting funding to research expertise. <https://www.uidaho.edu/research/faculty/find-funding/external>

Adjournment:

The agenda being completed, the meeting was adjourned at 4:57pm.

Respectfully Submitted,

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

AMERICA250 AT UNIVERSITY OF IDAHO

Committee Resources for Coordinated Commemoration

America250 at University of Idaho will be a yearlong endeavor to meaningfully engage with national efforts to mark the 250th anniversary of the Declaration of Independence. The Department of History, the Library's Special Collections & Archives, and the America250 at U of I committee seeks to raise awareness, spark conversation, and thoughtfully commemorate this milestone in our shared history.

Using guidance developed by national organizing bodies, the committee can offer guidance to anyone interested in organizing an event. It is especially dedicated to fostering student involvement, and will be providing funding opportunities for student groups to organize programs or projects.



Meetings of the committee began in August of 2024 and initial conversations were guided by a desire to gather resources and create materials that would be helpful to colleagues across campus.

Committee Members

- Rebecca Scofield (co-chair)
- Dulce Kersting-Lark (co-chair)
- Yolanda Bisbee
- Shauna Corry
- Megan Davis
- Delphine Keim
- Barb Kirchmeier
- Philip Mead
- Mario Pile
- Sean Quinlan
- Billy Reeves
- Bill Smith
- Rochelle Smith

The President's Office and University Communications and Marketing joined conversations in January and expressed great interest in coordinated efforts. They are looking to invest in and share uplifting programs and projects that align with the "Vandal Family" campaigns.

How has and does U of I contribute to the development of the state and the nation?



Why Engage?

- To make space for student voices, facilitate student reflection on the anniversary, and support their rights to free speech.
- We anticipate there will be many levels of conversation, at the national, state, and local levels. We should be at the table to bring the expertise of our university and contribute to nuanced dialogue.
 - See [“America is Suffering an Identity Crisis”](#) - *The Atlantic*
- There are efforts to establish a singular American history
 - A component of recent E.O. - [“Ending Radical Indoctrination in K-12 Schooling”](#)
- Scholarly organizations are calling on professionals to engage
 - [AHA–OAH Statement on Executive Order](#)

Ultimately, we recognize a need to balance professional ethics and the realities of the political moment. We believe centralizing student voices is one of the best places to focus energy. That is why our committee is working to create funding opportunities for student groups to engage with the anniversary.

“An uncomplicated celebration of American greatness flattens the past into a parade of platitudes devoid of the context, conflict, contingency, and change over time that are central to historical thinking. We instead support our nation’s educators as they help students learn how past generations fought to make the United States a ‘more perfect union,’ in the words of our Constitution.”

-- American Historical Association +
Organization of American Historians

Themes to Emphasize

In order to help facilitate discussions and shape event planning, this committee encourages our colleagues across campus to reference “[The Field Guide for the Semiquincentennial](#),” developed by the American Association of State and Local History. Below are core themes that institutions and organizations across the county will be drawing on over the next two years.

The committee believes these themes are particularly relevant to our campus and students.

Power of Place: A deep engagement with place enables us to reconsider significant questions about history: from Indigenous peoples’ past and present connections with American spaces, to a community’s relationships with and use of land, waterways, and natural resources, to the profound consequences of imperial expansion and colonization across the continent.

We the People Confront Unfinished Revolutions: Even as the country prepares to commemorate the penning of a document that claimed liberty and freedom for all people, let us recognize what “we the people” meant in 1776. For much of our history, the United States excluded people from the rights of citizenship, even as it incorporated people of different backgrounds. Throughout the proceeding 250 years, people have fought for their rights to life, liberty, and the pursuit of happiness. This is a story of advancements and setbacks.

Additional Themes

American Experiment: The 250th anniversary offers an opportunity to reconsider the origins of our government, democratic institutions, and broader civic life. The founders knew the nation was a revolutionary experiment, and they expected future generations to improve upon the republic they created.

Doing History: The anniversary challenges scholars to explain how historical evidence is interpreted and how narratives about the past are created. Inviting audiences to engage with the creation of history can help them become more comfortable with the ambiguous, contested, and always-evolving nature of history.

Helpful Websites Related to America250

- [Making History at 250 - AASLH](#)
- [America250 - Years in the Making](#)
- [Made By Us - Youth250](#)
- [America250 in Idaho](#)

Questions? Want to brainstorm?

- Dr. Rebecca Scofield - rscofield@uidaho.edu
- Dulce Kersting-Lark - dulce@uidaho.edu



AMERICA250 AT UNIVERSITY OF IDAHO

Committee Resources for Coordinated Commemoration

America250 at University of Idaho will be a yearlong endeavor to meaningfully engage with national efforts to mark the 250th anniversary of the Declaration of Independence. The Department of History, the Library's Special Collections & Archives, and the America250 at U of I committee seeks to raise awareness, spark conversation, and thoughtfully commemorate this milestone in our shared history.

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Additional Themes

American Experiment: The 250th anniversary offers an opportunity to reconsider the origins of our government, democratic institutions, and broader civic life. The founders knew the nation was a revolutionary experiment, and they expected future generations to improve upon the republic they created.

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Helpful Websites Related to America250

- [Making History at 250 - AASLH](#)
- [America250 - Years in the Making](#)
- [Made By Us - Youth250](#)
- [America250 in Idaho](#)

Questions? Want to brainstorm?

- Dr. Rebecca Scofield - rscofield@uidaho.edu
- Dulce Kersting-Lark - dulce@uidaho.edu



505: INTERACTION DESIGN UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 086 Chair (delphine@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. 09 Dean (scorry@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. Sat, 21 Sep 2024 13:33:54 GMT
Delphine Keim (delphine): Approved for 086 Chair
2. Wed, 25 Sep 2024 18:51:53 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Tue, 01 Oct 2024 23:49:41 GMT
Shauna Corry (scorry): Approved for 09 Dean
4. Wed, 02 Oct 2024 16:39:51 GMT
Christine Slater (cslater): Approved for Assessment
5. Thu, 03 Oct 2024 16:33:31 GMT
Nicole Remy (nremy): Approved for DLI
6. Tue, 07 Jan 2025 17:21:06 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Mon, 27 Jan 2025 16:45:57 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 28 Jan 2025 21:17:07 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Tue, 28 Jan 2025 21:29:25 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Tue, 04 Feb 2025 16:48:14 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 20 Sep 2024 22:46:37 GMT

Viewing: 505 : Interaction Design Undergraduate Academic Certificate

Last edit: Mon, 27 Jan 2025 16:51:48 GMT

Changes proposed by: David Gottwald

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|----------------------|
| Dave Gottwald | dgottwald@uidaho.edu |

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

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Art & Design

Effective Catalog Year

2025-2026

Program Title

Interaction Design 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

12-13

CIP Code

50.0411 - Game and Interactive Media Design.

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

This certificate uses existing courses. The courses proposed have seat availability and therefore shouldn't have any additional financial impact on departments supporting them at this time.

Curriculum:

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 |
|---|---|-------|
| Required Introductory Studio: | | |
| ART 2710 | Introduction to Interaction Design | 3 |
| Choose 3-4 credits of the following: | | |
| ART 2130 | History and Theory of Modern Design | 3-4 |
| ART 3230 | History of Typography | |
| ART 4070 | New Media | |
| CS 1120 | Computer Science I | |
| PSYC 2180 | Introduction to Research in the Behavioral Sciences | |

| | | |
|--------------------------------------|---|--------------|
| VTD 2470 | Intro to Scripting and Parametric Design | |
| VTD 2710 | Cross-Reality Technology I | |
| Required Upper-Level Studios: | | |
| ART 3700 | Interaction/Experiential Design: Concepts | 3 |
| ART 3730 | Interaction/Experiential Design: Studio | 3 |
| Total Hours | | 12-13 |

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.

Students will gain:

- Experience using the core Adobe CC design applications and other relevant industry-standard design software.
- Ability to design interface layouts for the mobile device screen.
- Ability to develop user proto-personas and user personas based on research.
- Experience incorporating research regarding people and contexts into user experience design thinking.
- Experience working both individually and in collaborative teams solving user experience and interaction design problems.

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

Each of the upper division studio options has a portfolio requirement. The final studio will function like a capstone experience for the certificate. The portfolio will tell most of the story regarding the achievement of learning outcomes for the program. The portfolio of projects is the primary artifact for assessment. Secondary artifacts include prompt-driven reflective writings with each project. Assessment of each portfolio will cover the learning outcomes for the program.

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

The quality of portfolios will demonstrate which skills are being developed and synthesized by our students. We will use our assessment findings of their project work to adjust the briefs given in each studio course and refine our introduction of the software skills required to successfully complete those projects. This made include advising students to take additional courses to better support their efforts.

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

Portfolios, critical writing, and exams will provide direct measures. Oral reflection (during critiques) and written reflections will provide indirect measures.

When will assessment activities occur and at what frequency?

Interim and final critiques will be conducted at the end of each studio project with a range of as few as two (more complex upper division work), and up to six projects per studio. Written reflections will be prompted at each formal critique's conclusion. History/theory courses will have three or more options for assessment activities including quizzes, projects and essays, and exams.

Student Learning Outcomes

Learning Objectives

- Understand how design thinking is applied to user experience contexts.
- Realize the key differences and core overlaps between visual design, communication design, user interface (UI) design, and user experience (UX) design.
- Competency conducting design work in both individual and group contexts.

- Fluency in the use of the formal vocabulary and concepts of design.
- Functional knowledge of creative approaches, the analytical ability to make appropriate, user-centric choices; and the skill to identify user experience opportunities and generate alternative solutions.
- Apply user experience theories to visual design.
- Use industry-standard software to create live mobile app prototypes.
- Conduct user testing and prototype revisions.

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 field of UI/UX is rich with promising careers. By offering this certificate, we support non-majors, adjacent majors, continuing education for those in the workplace, and other non-traditional students in furthering their pursuit of valuable digital skills. A future version of this certificate might include online/asynchronous options.

Supporting Documents

ART 271 Introduction to Interaction Design.pdf
ART 373 Interaction and Experiential Design Studio.pdf
ART 370 Interaction and Experiential Design Concepts.pdf

Reviewer Comments

Sande Schlueter (sandeschlueter) (Tue, 07 Jan 2025 17:20:59 GMT): updated/corrected answers to fees as per email from S Isenbarger Interaction Design Certificate Will this program be self-support? NO Will this program have professional fee? NO Will this program have an online fee? NO

Sydney Beal-Coles (sbeal) (Mon, 27 Jan 2025 16:51:48 GMT): Made minor formatting changes to the curriculum table to match standard catalog practices

Key: 505

COURSE NAME: ART 370 INTERACTION / EXPERIENTIAL DESIGN: CONCEPTS

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Dave Gottwald

Catalog Description

Advanced design problems that center on individual development and the exploration of contemporary design issues surrounding user, visitor, and guest experiences. The conceptual potential of placemaking using both mobile and tablet devices within the built environment is emphasized, as is prototyping, testing, and revision. Individual and group work. Two 3-hour studios per week and assigned work.

Learning Outcomes

- More advanced survey of User Experience (UX) and User Interaction (UI) design fundamentals including research, iteration, prototyping, revision, and documentation.
- Testing of live app prototypes with users and making design revision decisions based on that testing.
- Core understanding of the differences between users (digital technology), visitors (didactic contexts such as galleries and cultural institutions), and guests (hospitality contexts such as dining, retail, and recreation).
- Exploration of the interactive interplay between spaces and environments and devices and screens.
- Working in team(s) as well as with external stakeholders.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

Various Projects – Project work varies from term to term. Past assignments have included app design for mobile, tablet, and web; exhibit design for art galleries and cultural institutions, and service learning (client work) for the University of Idaho Office of Information Technology (OIT).

Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

COURSE NAME: ART 373 INTERACTION / EXPERIENTIAL DESIGN: STUDIO

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Dave Gottwald

Catalog Description

User Experience (UX) and User Interaction (UI) problem solving at an advanced level. In addition to design and development, strategies for client interaction, project presentation and production preparation are practiced. Two 3-hour studios per week and assigned work.

Learning Outcomes

- Advanced problem solving leveraging prior understanding of User Experience (UX) and User Interaction (UI) design fundamentals.
- Advanced testing and documentation.
- Development of User Experience Use Cases and how to properly tell the story of a use case in one's professional portfolio.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

Various Projects – Project work varies from term to term. Past assignments have included cohesive multimedia design solutions spanning spaces and screens using established intellectual properties (IP) in a fictionalized setting, and service learning (client work) for the University of Idaho Office of Information Technology (OIT).

Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

COURSE NAME: ART 271 INTRODUCTION TO INTERACTION DESIGN

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Dave Gottwald and/or Graduate Teaching Assistant with industry experience and practicum.

Catalog Description

Creative problem solving with emphasis on User Experience (UX) and User Interaction (UI) design practices for mobile devices. Exercises and projects assigned include project proposal, product identity, design personas, user personas, development of user interfaces, documentation of product user flows, and live prototyping. Design process, prototyping, and industry standard software will be used. Two 3-hour studios per week and assigned work.

Learning Outcomes

- Introduction to User Experience (UX) and User Interaction (UI) design fundamentals including research, sketching, fidelity, iteration, prototyping, and documentation.
- Understanding of the unique properties and constraints of 2D layout within the mobile device screen space.
- Exploration of interface design for mobile devices using existing design systems by customizing and redesigning existing assets.
- Development of product persona and app identity.
- Development of proto user personas based on interviews.
- Documentation of app user flows and writing a basic use case.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS

7 Projects – Use design process to investigate alternate solutions to visual problems involving typography and letterforms towards refined final projects.

Participation – Contribution during critiques, documentation process, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

532: FOOD, NUTRITION, AND WELLNESS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 063 Chair (kminer@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu, sandeschlueter@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
6. Curriculum Review (Curriculum Review@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's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@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. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Tue, 19 Sep 2023 23:01:31 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
2. Tue, 26 Sep 2023 19:59:52 GMT
Brenda Schroeder (bschroeder): Approved for CALS Review
3. Tue, 26 Sep 2023 20:46:40 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
4. Tue, 06 Feb 2024 13:58:45 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
5. Mon, 04 Mar 2024 17:29:34 GMT
Brenda Helbling (brendah): Approved for Provost's Office
6. Fri, 13 Dec 2024 00:02:21 GMT
Sydney Beal-Coles (sbeal): Approved for Curriculum Review
7. Mon, 27 Jan 2025 16:49:26 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 28 Jan 2025 21:18:59 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Tue, 28 Jan 2025 21:32:41 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Tue, 04 Feb 2025 18:10:52 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 19 Sep 2023 20:53:48 GMT

Viewing: 532 : Food, Nutrition, and Wellness Undergraduate Academic Certificate

Last edit: Mon, 27 Jan 2025 16:55:36 GMT

Changes proposed by: Trevor White

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Trevor White | Trevorw@uidaho.edu |

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

No

Academic Level

Undergraduate

College

Agricultural & Life Sciences

Department/Unit:

Family and Consumer Sciences

Effective Catalog Year

2025-2026

Program Title

Food, Nutrition, and Wellness 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

51.2208 - Community Health and Preventive Medicine.

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

Curriculum:

The Food, Nutrition, and Wellness Certificate includes courses related to human nutrition, food preparation, and meal management. Students will learn to integrate food, nutrition, and culinary sciences in meal planning, food preparation, and promotion of nourishing food and dietary patterns toward overall wellness. This certificate is designed to provide foundations in food and nutrition for professionals in other non-nutrition related fields, or for personal application to improve health and quality of life for individuals, families, and groups. Additionally, it can be used as a stepping stone to future certificates or degrees in food and nutrition, nutritional sciences, or dietetics.

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 |
|-------------|---|--------------|
| FN 2050 | Concepts in Human Nutrition | 3 |
| FN 2700 | Scientific Principles of Food Preparation | 3 |
| FN 2710 | Scientific Principles of Food Preparation Lab | 2 |
| FN 3700 | Meal Management | 3 |

FN 3760
or FN 3050

Food Preservation
Nutrition in the Life Cycle

1-3

Total Hours

12-14

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) Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, families, and groups. (Learn and Integrate)

2) Integrates culinary, food and nutrition science foundations to the preparation and service of food. (Think and Create)

3) Promotes the contributions of nourishing food and dietary patterns toward overall wellness. (Communication)

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

The certificate program includes two of the learning outcomes for the food and nutrition major. This will allow for assessment strategies already in place to be used to evaluate learning outcomes for students completing the courses as required for the certificate program. Students will be assessed in each of the required certificate courses as follows -

1) Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, families, and groups. (Learn and Integrate)

- Foundational knowledge in basic nutrition science is assessed in FN 205
- Foundational knowledge in the science of food preparation is assessed in FN 270

2) Integrates culinary, food and nutrition science foundations to the preparation and service of food. (Think and Create)

- Culinary and food preparation skills are assessed in FN 271

3) Promotes the contributions of nourishing food and dietary patterns toward overall wellness. (Communication)

- Meal planning and promotion of nutrition and wellness are practiced in FN 370.

Information will be collected from these courses each semester and entered into the Anthology website. A program administrator will be designated to review results and present them to the Nutrition Division.

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

The Nutrition faculty hold monthly meetings with at least one meeting each year designated to review assessment findings. An action plan is identified for making changes to improve the program and program courses based on assessment findings.

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

FN 205 (3 credits) - Concepts in Human Nutrition

- Exams
- Diet Analysis

FN 270 (3 credits) - Scientific Principles of Food Preparation

- Quizzes

- Module activities (application of food concepts)

FN 271(2 credits) - Scientific Principles of Food Preparation Lab

- Culinary Skills Assessment
- Recipe Development

FN 370 (3 credits) - Meal Management

- Thrifty Food Plan
- Food and Culture Meal and Presentation
- Discussions
- Exams

When will assessment activities occur and at what frequency?

Assessment occurs during each course listed above. Course instructors enter assessment data into Anthology at the end of both fall and spring semester. The program review is completed mid-fall semester.

Student Learning Outcomes

Learning Objectives

- 1) Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, families, and groups.(Learn and Integrate)
- 2) Integrates culinary, food and nutrition science foundations to the preparation and service of food. (Think and Create)
- 3) Promotes the contributions of nourishing food and dietary patterns toward overall wellness. (Communication)

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 will provide an option for students interested in knowledge and skill foundations in food and nutrition who may not want to pursue a degree and work in the field. Personal applications of these course concepts can improve health and quality of life for individuals and families. Additionally, this certificate provides an option for food and nutrition training for professionals working in other fields such as medical professionals, educators, community volunteers, etc. Finally, this certificate can be used as a stepping stone to future certificates or degrees.

The courses are already being offered and assessment is being conducted. Additionally workload will be minimal.

Reviewer Comments

Brenda Helbling (brendah) (Thu, 22 Feb 2024 23:19:04 GMT): Requested program description and changed (per Trevor White) to a "no" on self-support fee. BRH

Brenda Helbling (brendah) (Mon, 04 Mar 2024 17:27:36 GMT): Added program description for catalog sent by Trevor White (above curriculum). BHR

Sande Schlueter (sandeschlueter) (Fri, 13 Dec 2024 00:02:25 GMT): This was in Curriculum Review since 3/4/24 and it appears no one is assigned to this workflow after talking w/SBC. Approved so that it could move through the process.

Key: 532

576: MECHANICAL DESIGN AND MANUFACTURING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@uidaho.edu)
2. 08 Curriculum Committee Chair (gabriel@uidaho.edu)
3. 08 Dean (gabriel@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. 08 Curriculum Committee Chair (gabriel@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (none)
12. UCC (none)
13. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
14. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
16. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
17. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 03 Sep 2024 18:47:07 GMT
Eric Wolbrecht (ewolbrec): Rollback to Initiator
2. Thu, 05 Sep 2024 22:51:40 GMT
Eric Wolbrecht (ewolbrec): Approved for 130 Chair
3. Mon, 23 Sep 2024 18:39:16 GMT
Gabriel Potirniche (gabriel): Approved for 08 Curriculum Committee Chair
4. Mon, 23 Sep 2024 18:41:52 GMT
Suzanna Long (long): Approved for 08 Dean
5. Mon, 23 Sep 2024 19:15:34 GMT
Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:45:28 GMT
Nicole Remy (nremy): Approved for DLI
7. Wed, 23 Oct 2024 21:23:53 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 31 Oct 2024 16:43:10 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 04 Nov 2024 18:34:16 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 05 Nov 2024 17:59:30 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Mon, 11 Nov 2024 17:28:58 GMT
Theodore Unzicker (tunzicker): Rollback to Registrar's Office for UCC
12. Tue, 12 Nov 2024 20:22:34 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
13. Thu, 14 Nov 2024 00:42:56 GMT
Gabriel Potirniche (gabriel): Rollback to 130 Chair for 08 Curriculum Committee Chair
14. Thu, 14 Nov 2024 01:21:57 GMT
Eric Wolbrecht (ewolbrec): Approved for 130 Chair
15. Thu, 14 Nov 2024 02:14:36 GMT
Gabriel Potirniche (gabriel): Approved for 08 Curriculum Committee Chair
16. Thu, 14 Nov 2024 02:18:36 GMT
Suzanna Long (long): Approved for 08 Dean
17. Thu, 14 Nov 2024 18:08:49 GMT
Christine Slater (cslater): Approved for Assessment
18. Wed, 20 Nov 2024 00:16:56 GMT

Nicole Remy (nremy): Approved for DLI

- 19. Fri, 06 Dec 2024 23:46:36 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
- 20. Wed, 11 Dec 2024 19:48:59 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
- 21. Fri, 10 Jan 2025 18:38:15 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 22. Fri, 10 Jan 2025 19:08:44 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
- 23. Tue, 28 Jan 2025 21:23:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 24. Tue, 28 Jan 2025 21:44:39 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
- 25. Tue, 04 Feb 2025 18:00:34 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Sep 2024 22:08:01 GMT

Viewing: 576 : Mechanical Design and Manufacturing Undergraduate Academic Certificate

Last edit: Tue, 04 Feb 2025 18:00:19 GMT

Changes proposed by: Vibhav Durgesh

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|---------------------|
| Eric Wolbrecht | ewolbrec@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

Mechanical Design and Manufacturing 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 product development and manufacturing engineering, which is a rapidly growing and evolving industry. The 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 4021 | Machine Shop Fundamentals I | 12 |
| ME 4022 | Machine Shop Fundamentals II | |
| ME 4023 | Machine Shop Leadership and Mentoring | |
| ME 4100 | Principles of Lean Manufacturing | |
| ME 4150 | Materials Selection and Design | |
| ME 4540 | Assistive Technologies for Physical Impairment | |
| ME 4580 | Finite Element Applications in Engineering | |
| ME 4660 | Compliant Mechanism Design | |
| ME 4900 | Solid Modeling, Simulation and Manufacturing Capstone | |
| 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 design, and/or manufacturing or related fields based on knowledge and skills gained from the certificate.

2 - An ability to develop and design manufacturable products or components while understanding and using modern manufacturing principles considering real-world constraints.

3 - An ability to effectively communicate with clients, engineers, or the general public on topics related to product design and development and modern manufacturing and/or 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 Product Development and Manufacturing engineering. 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 modifications.

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 - Ability to use engineering skills for mechanical design and/or manufacturing or related fields based on knowledge and skills gained from the certificate.

2 - Ability to design manufacturable products or components while understanding and using modern manufacturing principles considering real-world constraints.

3 - Ability to effectively communicate with clients, engineers, or the general public on topics related to product design and development and modern manufacturing and/or 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 product development and manufacturing engineering, which is a rapidly growing and evolving industry. 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 18:47:07 GMT): Rollback: Per ME department meeting vote, I added ME 458 FEA. Please double-check the entire cert.

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:21:34 GMT): Program Description: This certificate is designed to provide undergraduate students with specialized knowledge and skills in product development and manufacturing engineering, which is a rapidly growing and evolving industry. 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).

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:21:55 GMT): changed self support fee yes to no as per email confirmation from EWolbrecht

Sydney Beal-Coles (sbeal) (Mon, 28 Oct 2024 21:38:55 GMT): Updated courses to four-digit numbers and reformatted to standard catalog format

Theodore Unzicker (tunzicker) (Mon, 11 Nov 2024 17:28:58 GMT): Rollback: Tabled per email from Erin and Sanjay.

Gabriel Potirniche (gabrielp) (Thu, 14 Nov 2024 00:42:56 GMT): Rollback: Eric, here is the Product Development Certificate rolled back for further discussion with CBE and possible modifications of the title and content, as discussed in the UCC meeting on 11/11.

Eric Wolbrecht (ewolbrec) (Thu, 14 Nov 2024 01:21:53 GMT): Replaced "Development" in the title and Learning Outcome #2 with "Design". ME Faculty agreed with the concerns noted by CBE and CNR and welcome future discussion of a multi-college "Product Development" certificate.

Sydney Beal-Coles (sbeal) (Tue, 04 Feb 2025 17:53:40 GMT): Title change per 2/3/25 UCC meeting

Sydney Beal-Coles (sbeal) (Tue, 04 Feb 2025 18:00:19 GMT): Revising terminology in learning objectives per UCC 2/3/25 meeting

Key: 576

55: CAREER AND TECHNICAL EDUCATION (BSED)

In Workflow

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

Approval Path

1. Tue, 21 Feb 2023 16:57:24 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:29:53 GMT
Allen Kitchel (akitchel): Rollback to Initiator
3. Fri, 06 Sep 2024 18:14:41 GMT
Aleksandra Hollingshead (ahollingshead): Approved for 459 Chair
4. Mon, 23 Sep 2024 21:00:38 GMT
David Paul (dpaul): Rollback to 459 Chair for 15 Curriculum Committee Chair
5. Tue, 24 Sep 2024 19:01:58 GMT
Aleksandra Hollingshead (ahollingshead): Approved for 459 Chair
6. Thu, 26 Sep 2024 16:53:39 GMT
David Paul (dpaul): Approved for 15 Curriculum Committee Chair
7. Wed, 27 Nov 2024 18:49:54 GMT
Rebecca Frost (rfrost): Approved for Degree Map Review
8. Tue, 28 Jan 2025 19:34:28 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Tue, 28 Jan 2025 21:21:14 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Tue, 28 Jan 2025 21:47:33 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 04 Feb 2025 18:32:35 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
12. Wed, 05 Feb 2025 21:06:09 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

History

1. Jun 15, 2021 by Rebecca Frost (rfrost)
2. Mar 24, 2022 by David Barnes (dabarnes)
3. Apr 1, 2022 by David Barnes (dabarnes)
4. Jul 18, 2022 by V00814390
5. Jul 21, 2022 by V00814390

Date Submitted: Tue, 27 Feb 2024 20:37:32 GMT

Viewing: 55 : Career and Technical Education (BSED)

Last approved: Thu, 21 Jul 2022 21:58:34 GMT

Last edit: Tue, 04 Feb 2025 18:24:28 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|---------------------|
| Carol Billing | cbilling@uidaho.edu |

Change Type (Choose all that apply)

Change curriculum requirements

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

Description of Change

Change the "Business Education" Teaching option to "Business Technology"

Drs. Billing and Raney evaluated all the CTE Education Options and found many of the same classes required across all options. Those common classes (COMM 1101, AGED 1010, CTE 4260, CTE 4720, CTE 4840, EDCI 3010, EDCI 3020, EDCI 4010, EDCI 410, EDCI 4630, and EDSP 3000) were moved to the General Career and Technical Education Requirements.

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

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2025-2026

Program Title

Career and Technical Education (BSED)

Program Credits

120

CIP Code

13.1319 - Technical Teacher Education.

Emphasis/Option CIP Code(s)

| Code(s) |
|---------|
| 13.1308 |

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/#j3>)) and the following courses. A 2.75 GPA is required for graduation.

| Code | Title | Hours |
|--------------|--|-------|
| COMM 1101 | Fundamentals of Oral Communication | 3 |
| or AGED 1010 | Verbal Communication in Agriculture, Food, and Natural Resources | |
| CTE 3510 | Principles and Philosophy of Career and Technical Education | 3 |
| CTE 4260 | Occupational Analysis and Curriculum Development | 3 |
| CTE 4300 | Leadership and Student Organizations | 2 |
| CTE 4310 | Supervising CTE Career and Technical Student Organizations | 1 |
| CTE 4640 | Career Guidance and Transitioning to Work | 3 |
| CTE 4720 | Teaching and Learning in Organizations | 3 |
| CTE 4840 | Internship in Career and Technical Education Teaching | 10 |
| EDCI 3010 | Learning, Development, and Assessment | 3 |
| EDCI 3020 | Teaching Culturally Diverse Learners | 3 |
| EDCI 4010 | Internship Seminar | 1 |

| | | |
|-----------|---------------------------------------|---|
| EDCI 4100 | Technology, Teaching and Learning | 2 |
| EDCI 4630 | Literacy Methods for Content Learning | 3 |
| EDSP 3000 | Educating for Exceptionalities | 3 |

Options

Select one of the following options: 38-48

Business Technology and Marketing Education (<https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/career-technical-education-bsed/#businesstechnology&marketingeducation>)

Engineering and Technology Education (<https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/career-technical-education-bsed/#engineeringtechnologyeducation>)

Family and Consumer Sciences (<https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/career-technical-education-bsed/#familyconsumersciences>)

Workforce Training and Development (<https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/curriculum-instruction/career-technical-education-bsed/#workforcetrainingdevelopment>)

Total Hours 81-91

A. Business Technology and Marketing Education Option

The Business and Marketing Education option is for students interested in teaching business, marketing, and business technology subjects at the high school or post-secondary level. Completers of this option may apply for Idaho secondary teacher certification with endorsements in business technology, marketing technology, and usually economics (based on selected electives).

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

| Code | Title | Hours |
|--------------|---|-------|
| ACCT 2010 | Introduction to Financial Accounting | 3 |
| ACCT 2020 | Introduction to Managerial Accounting | 3 |
| BLAW 2650 | Legal Environment of Business | 3 |
| BUS 1900 | Integrated Business and Value Creation | 3 |
| CTE 4130 | Retail Merchandising for Marketing Education | 3 |
| CTE 4150 | Productivity Software in Business Education | 3 |
| CTE 4160 | Website Design and Development | 3 |
| or CTE 4600 | Desktop Publishing | |
| CTE 4180 | Teaching Economics and Personal Finance | 3 |
| CTE 4950 | Administrative Technology Management and Procedures | 3 |
| ECON 2201 | Principles of Macroeconomics | 3 |
| ECON 2202 | Principles of Microeconomics | 3 |
| ENGL 3130 | Business Writing | 3 |
| FCS 4480 | Consumer Economic Issues | 3 |
| MKTG 3210 | Marketing | 3 |
| MGT 3100 | Leading Organizations and People | 3 |
| or MGT 3110 | Introduction to Management | |
| PSYC 1101 | Introduction to Psychology | 3 |
| or PSYC 3050 | Developmental Psychology | |

Total Hours 48

Courses to total 120 credits for this degree

B. Workforce Training and Development Option

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in post-secondary professional-technical programs. Requirements include the General Career and Technical Education Requirements and the following:

| Code | Title | Hours |
|---|--|-------|
| CTE 4470 | Diverse Populations and Individual Differences (Max 3 credits) | 2-3 |
| Select one approved course in computer literacy | | 3 |

Career and Technical electives approved by advisor to total 120

| | |
|----------|----------------|
| CTE 2000 | Seminar |
| CTE 2030 | Workshop |
| CTE 2040 | Special Topics |
| CTE 2990 | Directed Study |
| CTE 4000 | Seminar |
| CTE 4030 | Workshop |
| CTE 4040 | Special Topics |

| | | |
|--|---|---|
| CTE 4180 | Teaching Economics and Personal Finance | |
| CTE 4990 | Directed Study | |
| Additional requirements for Secondary Teaching Certificate include the following: | | |
| PSYC 1101 | Introduction to Psychology | 3 |
| or PSYC 3050 | Developmental Psychology | |

Total Hours 8-9

Courses to total 120 credits for this degree

C. Engineering and Technology Education Option

Note this is a 2+2 program so students must have an AS, AA, or AAS in a technology area, e.g manufacturing or industrial, from a technical/community college. Additional general ed. requirement will be necessary for students with an AAS, who would not have covered all the general education requirement.

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

| Code | Title | Hours |
|--------------|---|-------|
| ASM 1070 | Beginning Welding | 3 |
| CTE 3530 | Manufacturing Systems | 3 |
| CTE 3700 | Transportation & Engineering Technologies | 3 |
| CTE 4150 | Productivity Software in Business Education | 3 |
| CTE 4160 | Website Design and Development | 3 |
| CTE 4620 | Communication Technology | 3 |
| CTE 4940 | Senior Project | 3 |
| ENGL 3170 | Technical Writing II | 3 |
| MATH 1143 | Precalculus I: Algebra | 3 |
| PHYS 1111 | General Physics I | 3 |
| PHYS 1111L | General Physics I Lab | 1 |
| PHYS 1112 | General Physics II | 3 |
| PHYS 1112L | General Physics II Lab | 1 |
| PSYC 1101 | Introduction to Psychology | 3 |
| or PSYC 3050 | Developmental Psychology | |

Total Hours 38

Courses to total 120 credits for this degree

D. Family and Consumer Sciences Option

| Code | Title | Hours |
|--|--|-------|
| HDFS 1050 | Individual and Family Development | 3 |
| ATD 1230 | Textiles | 3 |
| FN 2050 | Concepts in Human Nutrition | 3 |
| ECDE 2340 | Infancy and Early Childhood | 3 |
| ECDE 2350 | Principles and Methods of Child Observation | 3 |
| FCS 2510 | Survey of FCS Professions | 1 |
| FN 2700 | Scientific Principles of Food Preparation | 3 |
| FN 2710 | Scientific Principles of Food Preparation Lab | 2 |
| ECDE 3400 | Parent-Child Relationships in Family and Community | 3 |
| FCS 3460 | Personal and Family Finance and Management | 4 |
| or FCS 4480 | Consumer Economic Issues | |
| FCS 4280 | Housing America's Families | 3 |
| FCS, CTE or other advisor-approved electives | | 12 |

Total Hours 43

Courses to total 120 credits for this degree

Degree Maps:

Business Technology and Marketing Education Option

| Fall Term 1 | | Hours |
|--------------|---|-------|
| BUS 1900 | Integrated Business and Value Creation | 3 |
| COMM 1101 | Fundamentals of Oral Communication | 3 |
| or AGED 1010 | or Verbal Communication in Agriculture, Food, and Natural Resources | |

| | | |
|--|---|------------|
| ENGL 1101 | Writing and Rhetoric I | 3 |
| MATH 1143 | Precalculus I: Algebra | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Hours | | 15 |
| Spring Term 1 | | |
| ECON 2201 | Principles of Macroeconomics | 3 |
| ENGL 1102 | Writing and Rhetoric II | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Hours | | 13 |
| Fall Term 2 | | |
| ACCT 2010 | Introduction to Financial Accounting | 3 |
| ECON 2202 | Principles of Microeconomics | 3 |
| EDCI 3010 | Learning, Development, and Assessment | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Elective Course | | 3 |
| Hours | | 16 |
| Spring Term 2 | | |
| ACCT 2020 | Introduction to Managerial Accounting | 3 |
| BLAW 2650 | Legal Environment of Business | 3 |
| ENGL 3130 | Business Writing | 3 |
| EDCI 3020 | Teaching Culturally Diverse Learners | 3 |
| International Course | | 3 |
| Hours | | 15 |
| Fall Term 3 | | |
| CTE 3510 | Principles and Philosophy of Career and Technical Education | 3 |
| CTE 4150 or CTE 4190 | Productivity Software in Business Education or Course CTE 4190 Not Found | 3 |
| EDSP 3000 | Educating for Exceptionalities | 3 |
| MKTG 3210 | Marketing | 3 |
| PSYC 1101 or PSYC 3050 | Introduction to Psychology or Developmental Psychology | 3 |
| Hours | | 15 |
| Spring Term 3 | | |
| CTE 4130 | Retail Merchandising for Marketing Education | 3 |
| CTE 4160 or CTE 4600 | Website Design and Development or Desktop Publishing | 3 |
| CTE 4300 | Leadership and Student Organizations | 2 |
| CTE 4310 | Supervising CTE Career and Technical Student Organizations | 1 |
| EDCI 4100 | Technology, Teaching and Learning | 2 |
| MGT 3100 or MGT 3110 | Leading Organizations and People or Introduction to Management | 3 |
| Hours | | 14 |
| Fall Term 4 | | |
| CTE 4180 | Teaching Economics and Personal Finance | 3 |
| CTE 4640 | Career Guidance and Transitioning to Work | 3 |
| CTE 4950 | Administrative Technology Management and Procedures | 3 |
| EDCI 4630 | Literacy Methods for Content Learning | 3 |
| FCS 4480 | Consumer Economic Issues | 3 |
| CTE 4260 | Occupational Analysis and Curriculum Development | 3 |
| Hours | | 18 |
| Spring Term 4 | | |
| CTE 4840 | Internship in Career and Technical Education Teaching | 10 |
| EDCI 4010 | Internship Seminar | 1 |
| CTE 4720 | Teaching and Learning in Organizations | 3 |
| Hours | | 14 |
| Total Hours | | 120 |

Workforce Training and Development Option

| | | |
|---|---|--------------|
| Fall Term 1 | | Hours |
| ENGL 1101 | Writing and Rhetoric I | 3 |
| COMM 1101 or AGED 1010 | Fundamentals of Oral Communication or Verbal Communication in Agriculture, Food, and Natural Resources | 3 |
| Mathematical Ways of Knowing Course | | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Career and Technical, Major Elective Course | | 3 |
| Hours | | 16 |

Spring Term 1

| | | |
|--|-------------------------|-----------|
| ENGL 1102 | Writing and Rhetoric II | 3 |
| EDCI 2010 | Contexts of Education | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Social & Behavioral Ways of Knowing Course | | 3 |
| Humanistic & Artistic Ways of Knowing Course | | 3 |
| Hours | | 15 |

Fall Term 2

| | | |
|---|--|-----------|
| Computer Literacy, Major Elective Course | | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Hours | | 16 |

Spring Term 2

| | | |
|--|---------------------------------------|-----------|
| EDCI 3010 | Learning, Development, and Assessment | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Humanistic & Artistic Ways of Knowing Course | | 3 |
| International Course | | 3 |
| Hours | | 15 |

Fall Term 3

| | | |
|---|---|-----------|
| CTE 3510 | Principles and Philosophy of Career and Technical Education | 3 |
| EDCI 3020 | Teaching Culturally Diverse Learners | 3 |
| EDSP 3000 | Educating for Exceptionalities | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Hours | | 15 |

Spring Term 3

| | | |
|---|--|-----------|
| CTE 4300 | Leadership and Student Organizations | 2 |
| CTE 4310 | Supervising CTE Career and Technical Student Organizations | 1 |
| CTE 4260 | Occupational Analysis and Curriculum Development | 3 |
| EDCI 4630 | Literacy Methods for Content Learning | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Hours | | 15 |

Fall Term 4

| | | |
|---|---|-----------|
| CTE 4640 | Career Guidance and Transitioning to Work | 3 |
| CTE 4470 | Diverse Populations and Individual Differences | 2 |
| EDCI 4100 | Technology, Teaching and Learning | 3 |
| PSYC 1101 or PSYC 3050 | Introduction to Psychology or Developmental Psychology | 3 |
| Career and Technical, Major Elective Course | | 3 |
| Hours | | 14 |

Spring Term 4

| | | |
|--------------------|---|------------|
| CTE 4720 | Teaching and Learning in Organizations | 3 |
| CTE 4840 | Internship in Career and Technical Education Teaching | 10 |
| EDCI 4010 | Internship Seminar | 1 |
| Hours | | 14 |
| Total Hours | | 120 |

Engineering and Technology Education Option

Note this is a 2+2 program so students must have an A.S., A.A., or A.A.S. degree in a technology area, e.g. manufacturing, from a technical/community college. Additional general education requirements will be necessary for students with an AAS, who would not have earned all the general education requirements.

Fall Term 1

| | | |
|--|---|-----------|
| ASM 1070 | Beginning Welding | 3 |
| COMM 1101 or AGED 1010 | Fundamentals of Oral Communication or Verbal Communication in Agriculture, Food, and Natural Resources | 3 |
| ENGL 1101 | Writing and Rhetoric I | 3 |
| MATH 1143 | Precalculus I: Algebra | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Elective Course | | 1 |
| Hours | | 16 |

Spring Term 1

| | | |
|-----------|-------------------------|---|
| EDCI 2010 | Contexts of Education | 3 |
| ENGL 1102 | Writing and Rhetoric II | 3 |

| | | |
|--|---|------------|
| PHYS 1111 | General Physics I | 3 |
| PHYS 1111L | General Physics I Lab | 1 |
| PSYC 1101 or PSYC 3050 | Introduction to Psychology or Developmental Psychology | 3 |
| Humanistic & Artistic Ways of Knowing Course | | 3 |
| Hours | | 16 |
| Fall Term 2 | | |
| PHYS 1112 | General Physics II | 3 |
| PHYS 1112L | General Physics II Lab | 1 |
| EDCI 3010 | Learning, Development, and Assessment | 3 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| Scientific Ways of Knowing Course | | 4 |
| Elective Course | | 1 |
| Hours | | 15 |
| Spring Term 2 | | |
| EDCI 3020 | Teaching Culturally Diverse Learners | 3 |
| EDSP 3000 | Educating for Exceptionalities | 3 |
| ENGL 3170 | Technical Writing II | 3 |
| International Course | | 3 |
| Elective Course | | 3 |
| Hours | | 15 |
| Fall Term 3 | | |
| CTE 3510 | Principles and Philosophy of Career and Technical Education | 3 |
| CTE 3700 | Transportation & Engineering Technologies | 3 |
| EDCI 4100 | Technology, Teaching and Learning | 3 |
| Approved CTE, Major Elective Course | | 3 |
| Elective Course | | 3 |
| Hours | | 15 |
| Spring Term 3 | | |
| CTE 3530 | Manufacturing Systems | 3 |
| CTE 4150 | Productivity Software in Business Education | 3 |
| CTE 4260 | Occupational Analysis and Curriculum Development | 3 |
| CTE 4300 | Leadership and Student Organizations | 2 |
| CTE 4310 | Supervising CTE Career and Technical Student Organizations | 1 |
| Elective Course | | 2 |
| Hours | | 14 |
| Fall Term 4 | | |
| CTE 4160 | Website Design and Development | 3 |
| CTE 4620 | Communication Technology | 3 |
| CTE 4640 | Career Guidance and Transitioning to Work | 3 |
| CTE 4720 | Teaching and Learning in Organizations | 3 |
| EDCI 4630 | Literacy Methods for Content Learning | 3 |
| Hours | | 15 |
| Spring Term 4 | | |
| CTE 4840 | Internship in Career and Technical Education Teaching | 10 |
| CTE 4940 | Senior Project | 3 |
| EDCI 4010 | Internship Seminar | 1 |
| Hours | | 14 |
| Total Hours | | 120 |

Family and Consumer Sciences Option

| | | |
|--|---|--------------|
| Fall Term 1 | | Hours |
| COMM 1101 or AGED 1010 | Fundamentals of Oral Communication or Verbal Communication in Agriculture, Food, and Natural Resources | 3 |
| ENGL 1101 | Writing and Rhetoric I | 3 |
| HDFS 1050 | Individual and Family Development | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Mathematical Ways of Knowing Course | | 3 |
| Hours | | 15 |
| Spring Term 1 | | |
| ATD 1230 | Textiles | 3 |
| EDCI 2010 | Contexts of Education | 3 |
| ENGL 1102 | Writing and Rhetoric II | 3 |
| FN 2050 | Concepts in Human Nutrition | 3 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| Hours | | 15 |

| | | |
|--|---|------------|
| Fall Term 2 | | |
| EDCI 3010 | Learning, Development, and Assessment | 3 |
| Scientific Ways of Knowing Course | | 4 |
| FCS or CTE Approved Elective, Major Elective | | 3 |
| Elective Course | | 3 |
| Elective Course | | 2 |
| Hours | | 15 |
| Spring Term 2 | | |
| ECDE 2340 | Infancy and Early Childhood | 3 |
| EDCI 3020 | Teaching Culturally Diverse Learners | 3 |
| FCS 2510 | Survey of FCS Professions | 1 |
| FN 2700 | Scientific Principles of Food Preparation | 3 |
| FN 2710 | Scientific Principles of Food Preparation Lab | 2 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Hours | | 15 |
| Fall Term 3 | | |
| CTE 3510 | Principles and Philosophy of Career and Technical Education | 3 |
| ECDE 3400 | Parent-Child Relationships in Family and Community | 3 |
| EDSP 3000 | Educating for Exceptionalities | 3 |
| EDCI 4100 | Technology, Teaching and Learning | 3 |
| FCS or CTE Approved Elective, Major Elective | | 3 |
| Hours | | 15 |
| Spring Term 3 | | |
| CTE 4300 | Leadership and Student Organizations | 2 |
| CTE 4310 | Supervising CTE Career and Technical Student Organizations | 1 |
| EDCI 4630 | Literacy Methods for Content Learning | 3 |
| FCS 4280 | Housing America's Families | 3 |
| FCS 3460 or FCS 4480 | Personal and Family Finance and Management or Consumer Economic Issues | 4 |
| International Course | | 3 |
| Hours | | 16 |
| Fall Term 4 | | |
| CTE 4260 | Occupational Analysis and Curriculum Development | 3 |
| CTE 4640 | Career Guidance and Transitioning to Work | 3 |
| CTE 4720 | Teaching and Learning in Organizations | 3 |
| FCS or CTE Approved Elective, Major Elective | | 3 |
| Elective Course | | 3 |
| Hours | | 15 |
| Spring Term 4 | | |
| CTE 4840 | Internship in Career and Technical Education Teaching | 10 |
| EDCI 4010 | Internship Seminar | 1 |
| FCS or CTE Approved Elective, Major Elective | | 3 |
| Hours | | 14 |
| Total Hours | | 120 |

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

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

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

Yes

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

No

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. Graduates work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
2. Graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the graduates' of Career and Technical Education and learners' decision-making.

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.

Drs. Billing and Raney evaluated all the CTE Education Options and found many of the same classes required across all options. Those common classes were moved to the General Career and Technical Education Requirements.

Reviewer Comments

Allen Kitchel (akitchel) (Tue, 03 Oct 2023 15:29:53 GMT): Rollback: Review of changes. Ensure content specific methods course is not required for Bus. or Mrkt. Present changes to CTE program.

David Paul (dpaul) (Mon, 23 Sep 2024 21:00:38 GMT): Rollback: Hope you can iron it all out.

Sydney Beal-Coles (sbeal) (Tue, 08 Oct 2024 20:06:01 GMT): Updated curriculum to four-digit course numbers. Note that FCS 236 in Option D is inactive and should be replaced with an active course or removed.

Rebecca Frost (rfrost) (Wed, 27 Nov 2024 18:47:59 GMT): Updated degree maps to contain curricular changes. Adjusted map for Engineering & Technology option so all gen eds could be completed in the first two terms to accommodate intention for transfer students. FCS 236 was discontinued and needs to be removed from the Family & Consumer Sciences option, or replaced with a different course.

Sande Schlueter (sandeschlueter) (Tue, 28 Jan 2025 19:27:51 GMT): after discussion with VPAI and proposer, removed Coeur d'Alene and Boise from geographical locations this program can be completed in-person; program is online and is not available outside of Moscow for in-person completion.

Sande Schlueter (sandeschlueter) (Tue, 28 Jan 2025 19:32:21 GMT): FSC 236 should be replaced with ECDE 235 Principals of Methods of Child Observations as per CBilling/SDeming/TWhite

Sydney Beal-Coles (sbeal) (Tue, 28 Jan 2025 21:39:53 GMT): FCS 236 inactivated per inactivation course list for Summer 2023

Sydney Beal-Coles (sbeal) (Tue, 28 Jan 2025 21:47:02 GMT): FCS 236 replaced with ECDE 2350 per correspondence with Carol Billing

Sydney Beal-Coles (sbeal) (Mon, 03 Feb 2025 16:07:28 GMT): Removal of heading per correspondence with Carol Billing

Sydney Beal-Coles (sbeal) (Tue, 04 Feb 2025 18:23:29 GMT): Distance availability changed per UCC 2/3/25 meeting

Key: 55

566: FRENCH FOR THE PROFESSIONS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 014 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. Wed, 21 Aug 2024 15:36:22 GMT
Rachel Halverson (rhalverson): Approved for 014 Chair
2. Fri, 30 Aug 2024 16:49:18 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 05 Sep 2024 15:01:56 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:25 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 18:11:32 GMT
Christine Slater (cslater): Rollback to 18 Dean for Assessment
6. Thu, 19 Sep 2024 05:40:01 GMT
Sean Quinlan (quinlan): Rollback to 014 Chair for 18 Dean
7. Thu, 19 Sep 2024 18:51:44 GMT
Rachel Halverson (rhalverson): Rollback to Initiator
8. Fri, 20 Sep 2024 17:40:40 GMT
Rachel Halverson (rhalverson): Rollback to Initiator
9. Mon, 30 Sep 2024 19:11:39 GMT
Rachel Halverson (rhalverson): Approved for 014 Chair
10. Mon, 30 Sep 2024 21:52:48 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
11. Mon, 30 Sep 2024 22:06:19 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
12. Mon, 16 Dec 2024 20:41:56 GMT
Sydney Beal-Coles (sbeal): Approved for 18 Dean
13. Mon, 16 Dec 2024 23:16:44 GMT
Christine Slater (cslater): Approved for Assessment
14. Tue, 17 Dec 2024 00:35:38 GMT
Ken Udas (kudas): Approved for DLI
15. Tue, 07 Jan 2025 16:37:09 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
16. Mon, 27 Jan 2025 16:51:57 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
17. Tue, 28 Jan 2025 21:22:23 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
18. Tue, 28 Jan 2025 21:43:28 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC

19. Tue, 04 Feb 2025 17:22:24 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 30 Sep 2024 18:48:28 GMT

Viewing: 566 : French for the Professions Undergraduate Academic Certificate

Last edit: Mon, 27 Jan 2025 16:56:10 GMT

Changes proposed by: Anne Perriguet

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|----------------------|
| Anne Perriguet | perriguet@uidaho.edu |

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

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Modern Languages & Cultures

Effective Catalog Year

2025-2026

Program Title

French for the Professions 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

16.0901 - French Language and Literature.

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

There is no financial impact of the request. The required courses and qualified instructors are already in place.

Curriculum:

The French for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in French-speaking countries in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in French and will be able to communicate effectively in spoken and written French in a professional setting.

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 |
|---|---|-------|
| FREN 3010 | Advanced French Grammar | 3 |
| FREN 3020 | Advanced French Writing Skills | 3 |
| FREN 3100 | Course FREN 3100 Not Found (French for the Professions) | 3 |
| Complete STAMP 4S Proficiency Assessment ¹ | | |
| One of the following: | | 3 |
| FLEN 3070 | Institutions of the European Union | |
| FLEN 3130 | French/Francophone Literature in Translation | |
| FLEN 3150 | French/Francophone Cinema in Translation | |
| Any 3000- or 4000-level FREN course | | |

Total Hours **12**

Courses to total 12 credits for this certificate

¹ Please contact the School of Global Studies for information regarding the STAMP 4S.

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. Communicative proficiency:

With completion of the Certificate of French for the Professions, students will be able to understand relatively sophisticated spoken French and will be able to recognize and emulate characteristic traits of various types of tasks, specifically communicating with people in professional settings. They will increase the bank of vocabulary and rhetorical expressions with which they are familiar and which they can deploy themselves.

Aligned with University learning outcomes: 2- Think and create; and 3- Communicate

2. Cultural understanding and acquisition of knowledge: students will think critically about cultural matters of the French-speaking professional world, in connection and in comparison with those of the United States.

Aligned with University learning outcomes: 1- Learn & integrate; 2- Think and create; and 3- Communicate

3. Analytical ability: Students will gain skills in spoken French to attain specific aims. In relation to cultural analysis, students will gain ability to draw connections between cultural values and assumptions.

Aligned with University outcomes: 1- Learn & integrate; 2- Think and create; 3- Communicate; 4-Clarify purpose & perspective; and 5- Practice citizenship

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

Completion of the proficiency assessment STAMP 4S is required for the certificate. This evaluation of students' ability to comprehend aurally, speak, read and write French provides an accurate assessment of how well students have met the intended learning outcomes of the certificate, specifically the targeted cultural and linguistic proficiency to navigate a professional environment in French-speaking countries. It also provides a detailed report of what students can do in the language that they include in applications for graduate school, internships and/or jobs.

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

SGS faculty review the results of STAMP 4S each academic year to assess how our courses are ensuring that students achieve the target proficiency level for each respective program, in the case of the certificate for French for the Professions an Intermediate proficiency in the language.

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

STAMP 4S is a direct assessment of student learning.

When will assessment activities occur and at what frequency?

STAMP 4S occurs at point of certificate completion.

Student Learning Outcomes

Learning Objectives

1. Students will demonstrate reading, writing, speaking, and listening skills in French at a proficiency level of Intermediate Mid on the ACTFL Proficiency Scales.
2. Students will exhibit knowledge of cultural practices, history, and societal norms in French-speaking communities through written assignments, research projects, oral presentations, and/or examinations.
3. Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in French-speaking communities, including professional settings such as business, hospitality, or education through role-playing scenarios, written assignments, and interpersonal and presentational speaking assessments.

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 French for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in French-speaking countries in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in French and will be able to communicate effectively in spoken and written French in a professional setting.

The Certificate in French for the Professions will not produce any added workload.

Reviewer Comments

Christine Slater (cslater) (Tue, 17 Sep 2024 18:11:32 GMT): Rollback: These student learning outcomes could be refined to make them more specific, measurable, and action-oriented. 1. "Students will gain a foundation in linguistic skills in French and cultural knowledge about French-speaking countries." • Suggestions for Improvement: o Consider making the outcome more specific about the level of linguistic skills (e.g., basic conversational skills, ability to read and write at a certain proficiency level). o It could be more measurable by specifying how this foundation will be demonstrated (e.g., through conversations, written exams, or projects). Revised version: • "Students will demonstrate basic conversational skills in French and exhibit knowledge of cultural practices, history, and societal norms in French-speaking countries." 2. "Students will be able to understand and navigate everyday work life in French-speaking countries in a variety of professional settings." • Strengths: o Focuses on practical, real-world applications, which is a great goal for language learners. • Suggestions for Improvement: o This outcome could benefit from specifying how understanding and navigation will be measured (e.g., role-playing scenarios, presentations, written assessments). o Also, defining "a variety of professional settings" more clearly will help both students and instructors focus on relevant fields (e.g., business, healthcare, or education). Revised version: • "Students will demonstrate the ability to understand and effectively communicate in everyday work-related situations in French-speaking countries, including professional settings such as business, hospitality, or education." General Tips: • Ensure that each outcome is observable (how will the student demonstrate this knowledge?) and measurable (how will you assess that they have achieved this?).

Sean Quinlan (quinlan) (Thu, 19 Sep 2024 05:40:01 GMT): Rollback: Please see Slater's comments.

Rachel Halverson (rhalverson) (Thu, 19 Sep 2024 18:51:44 GMT): Rollback: Hi, Anne, Christine Slater has rolled this back to us with a request to edit the SLO's. I'll share what I have submitted for the German certificate with you to use as a template. Please edit this and resubmit by 9/22/2024 at the latest. Thanks so much! Rachel

Rachel Halverson (rhalverson) (Fri, 20 Sep 2024 17:40:40 GMT): Rollback: Hi, Anne, I'm rolling this back to you, since there are no changes entered for the Student Learning Outcomes. Please revise and resubmit. Thanks! Rachel

Sande Schlueter (sandeschlueter) (Tue, 07 Jan 2025 16:37:02 GMT): Program Description: The French for the Professions Certificate equips students with a foundation in the linguistic skills and cultural knowledge essential to understanding and navigating everyday work life in French-speaking countries in a variety of professional settings. With completion of the certificate, students will have attained an intermediate proficiency in French and will be able to communicate effectively in spoken and written French in a professional setting.

Key: 566