2024 – 2025 Faculty Senate
Meeting # 14
Tuesday, November 12, 2024, 3:30 pm – 5:00 pm
Zoom only

Minutes approved - Faculty Senate Meeting #15 - 11/19/24

Present: Aus, Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne.
Absent: Miller (excused), Sowisdral.
Guests: Jean-Marc Gauthier, Kelly Quinnett, Barb Kirchmeier.

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 #13, November 5, 2024, were approved as distributed.

Chair's Report
Senate leadership continues to work on the priorities identified early in the semester.

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

Committee Reports

University Curriculum Committee Black Studies to College (CLASS) – Annette Folwell.

UCC 184 Move

The program is moving to CLASS because the directorship moves through various departments.
No questions or comments.
Vote: 18/18 yes. Motion passes.
- o UCC 565 People Management Undergraduate Academic Certificate – Yun Chung.
This certificate will address the critical need for effective leadership and human resources management skills.
Discussion:
 There was an inquiry about this being an academic certificate while seemingly focused on skills rather than integrated knowledge. Yun Chung replied that the program includes in-depth knowledge.
Vote: 18/18 yes. Motion passes.
- o UCC 568 Corporate Social Responsibility in Business Undergraduate Certificate – Yun Chung.
The certificate is designed to equip students with the skills and knowledge necessary to lead organizations.
There were no questions or comments.
Vote: 17/17 yes. Motion passes.
- o UCC 572 Philosophy Fundamentals Undergraduate Academic Certificate – Florian Justwan.
This certificate gives students a robust foundation in philosophical inquiry and methodology, and critical thinking.

There were no questions or comments
Vote: 17/17 yes. Motion passes.

- o UCC 573 History of Philosophical Ideas and Thought Undergraduate Academic Certificate – Florian Justwan.
  This certificate will provide students with an understanding of human intellectual traditions in a historical context.
  There were no questions.
  Vote: 17/17 yes. Motion passes.
- o UCC 288 Technology Management (MS) – Indrajit Charit.
  They are adding a third learning outcome to better align with the Engineering Management program.
  No questions or comments.
  Vote: 17/17 yes. Motion passes.
- o UCC 250 Engineering Technology (BSTECH) – Indrajit Charit.
  The name change of the program is to better align with similar trends in the country. It will also attract more students because of new transfer pathways with North Idaho College (NIC).
  Discussion
  There was a brief discussion on INDT 415 Impact of Technology on Society, that was dropped as not relevant to the INDT BSTech program.
  Vote: 17/17 yes. Motion passes.
- o UCC 137 College of Law Admission Requirements – Kristi Running.
  Their admission requirements were updated September 25, 2024. These are related changes in the University Catalog language.
  There were no questions or comments.
  Vote: 18/18 yes. Motion passes.
- o UCC 207 Cybersecurity (BS) – Terence Soule.
  The program, first offered only in Moscow, is now well established and ready to be offered in CDA. NIC made necessary adjustments to their courses to align with this degree.
  No questions or comments.
  Vote: 18/18 yes. Motion passes.

Other Policy Business (non-voting items)

APM 45.21 Responsible Conduct of Research Training – Kay Dee Holmes, Assistant Director for Research Integrity.

In-person training had poor attendance. The training will be offered via CITI Program.
Discussion:
There was a question about whether this policy had been reviewed by or approved by any faculty committees. Kay Dee responded that the
policy comes directly from her office.

Announcements and Communications:

Discussion on Faculty-Senate Leadership Continuity
Kristin gave a presentation on the possibility of strengthening faculty senate through increasing continuity in leadership (see attached). The presentation covers the challenges and potential improvements for Senate leadership at the University of Idaho (UI). Key points include:

1. **Context & Existing Challenges**:
   - Current leadership considered ongoing problems with Senate's strength – highlighting things such as out of date policies not getting sufficient attention, an ongoing challenge with managing the division between Faculty-Staff Handbook (FSH) and Academic Policy Manual (APM), and projects that do not get completed within a calendar year
   - Goals include strengthening faculty senate's role, ensuring transparency, and addressing continuity in leadership roles.

2. **Current Senate Leadership Structure**:
   - Roles of Chair, Vice Chair, and Secretary are defined, each contributing uniquely to Senate operations.
   - There are issues with leadership continuity, which can stall larger projects and prevent ongoing initiatives from being completed.

3. **Models from Other Idaho Institutions**:
   - Other institutions like Boise State, LCSC, and ISU have different governance models. All have an outgoing chair role which serves as an advisor to Senate leadership.
   - Suggested changes for UI include adding an Outgoing Chair as an advisor to maintain continuity and ensure that projects get completed (as a year is not sufficient time to make meaningful change).

4. **Challenges with New Approaches**:
   - Extending leadership commitments might deter participants, and term endings could disrupt the leadership cycle.

The presentation was followed by a conversation with invited guests (previous chairs) and then Senators. In this discussion, Jean-Marc Gauthier, Barb Kirchmeier, Russ Meeuf, and Kelly Quinnett shared insights from their roles as Senate chairs, highlighting challenges and strategies for effective leadership.

1. **Jean-Marc Gauthier** described tackling three major issues as chair:
   a. **Rebuilding Trust:** His first priority was addressing the University of Phoenix package, a pre-existing issue that required immediate action to re-establish trust. This was a high-intensity, fast-paced task focused on relationship-building rather than achieving specific outcomes.
   b. **Engaging with Senators:** Gauthier prioritized responding to senators' feedback and long-term concerns, recognizing that most issues could not be resolved within a year.
   c. **Admissions Policy Changes:** The GPA adjustment process, driven by alignment with the Board of Education, was another high-stakes, fast-moving issue. Here, Senate's role was more about facilitating democratic discussion than directly influencing decisions.
2. **Barb Kirchmeier** reflected on her time as vice chair and chair, noting how prior experience as vice chair helped her transition effectively into the chair role. She emphasizes the importance of:

    a. **Understanding Chair Responsibilities:** Observing a chair in action was crucial in preparing her for the leadership demands, especially in building trust across governance branches and managing Senate responsibilities during the pandemic shift to remote work.

    b. **Leadership Transition and Project Continuity:** Kirchmeier highlights the challenges of transitioning out of the role and the abrupt stop to involvement in ongoing projects. She supports the idea of a continuing role for past chairs to ensure smoother transitions and project follow-through, though she notes the potential difficulty in recruiting leaders for extended terms.

Additionally, **Kelly Quinnett** and **Erin Chapman** discussed the challenges and emotional demands of serving in Faculty Senate leadership, advocating for more structured support and continuity through a proposed past-chair role.

1. **Kelly Quinnett's Experience:**
    a. **Unexpected Challenges:** Quinnett, new to Faculty Senate, took on the chair role with little preparation and quickly faced a challenging year, dealing with complex issues like paid parental leave, advising model reforms, and University of Phoenix affairs. She felt unprepared, especially without the guidance of a past chair, and heavily relied on support from colleagues like Erin Chapman, Barb, and Francesca.
    b. **Learning Curve and Support Needs:** She struggled with procedural aspects, such as Robert's Rules of Order, and wished for clearer operational guidance. Reflecting on the intense responsibilities, Quinnett supports the idea of a past-chair role to offer continuity and mentorship for incoming chairs.
2. **Erin Chapman's Experience:**
    a. **Challenges as Vice Chair:** Chapman, an experienced Senate member, found the vice chair role unexpectedly demanding during a tumultuous year with Quinnett. This experience deterred her from pursuing the chair role, as Senate leadership required navigating complex, behind-the-scenes responsibilities she hadn't anticipated.
    b. **Advocating for Leadership Continuity:** Chapman believes that having a past chair would provide crucial guidance, allowing future chairs to feel more supported. She thinks this added structure would encourage people to commit to Senate leadership roles.

Both leaders emphasize that Senate leadership involves a significant, often hidden workload, which they believe could be made more manageable through a past-chair support system, ensuring smoother transitions and fostering a supportive environment for future leaders.

Kristin then discussed the structure and support mechanisms in the Senate leadership, sharing a detailed statement from Russ Meeuf about his positive experience transitioning from vice chair to chair. Russ emphasized the benefits of learning Senate leadership from a mentor and the importance of collaboration. He advocated for creating a "past chair" role to ensure continuity and for institutionalizing the vice-chair role as preparation for chairmanship, which he believes would enhance Senate stability and efficiency.

Kristin added that the vice chair currently leads the Committee on Committees to familiarize themselves with Senate functions, and mentioned that Senate leaders receive compensation through course releases or stipends from the Provost's office.

A senator inquired about the compensation for Senate leaders and questioned the one-year leadership terms, suggesting longer terms could provide stability. Kristin explained that Senate leadership elections are held annually, though some institutions have longer terms.

The faculty secretary shared different perspectives, based on almost 6 years of working with the senate.

- Records of ongoing projects and institutional knowledge are not lost when the outgoing chair leaves FSL. Generally, committees do the actual policy work, and the staggered nature of the appointments ensures a considerable overlap of membership from year to year.

- Sometimes a project moves slowly through the system for a variety of reasons. The longevity of the faculty secretary (3 years, renewable) is a considerable source of continuity and knowledge of past senate activities. There exists a document created by Kelly, Francesca and Erin as a "procedure manual" for new leadership. It is meant to be a living document, for outgoing chairs to leave any records or comments they wish to leave about ongoing and planned activities.

- Every year, at least 10 senators are nominated for both the chair and the vice chair positions, but most decline. The critical situation is when the current vice chair declines to move on to the chair role. That is the problem we should focus on and try to alleviate, preferably before the April 2025 elections. A possibility is to emphasize in FSH 1580 that *the vice chair is expected to serve as the next chair, aside from extraordinary circumstances.* But a full position on FSL for the past chair (with teaching release) for the purpose of advising the current chair seems an excessive measure, that would concentrate too much influence in a single individual, contrary to the principles of shared governance.

- There are alternative options for the outgoing chair to provide support as needed, such as offering them an increase in their service component for consultation with the current chair, or the opportunity to serve senate in some other way.

- An optional past chair position may create disparity between FSL structure from year to year, unless it becomes mandatory for the vice-chair to make a 3-year commitment. On the other hand, this would reduce both the number and the faculty profile diversity in the pool of senators who are willing to participate, effectively limiting the opportunity for everyone to partake in shared governance.

Supporters of the proposal noted that an official outgoing chair role would formalize the significant work past chairs already do to support new leaders, which often goes unrecognized in promotion or tenure evaluations. Others highlighted that this continuity could be valuable, especially given the learning curve for new chairs and the need for strong relationships with campus leaders.

A senator suggested that more consultation with faculty across colleges might be needed before any formal vote, reflecting concerns about diversity and participation in leadership.

Several senators expressed concerns about the challenges of leadership continuity, representation, and the heavy responsibilities that senate leaders manage without formal acknowledgment in promotion or tenure reviews.

Key points raised include:

1. **Continuity and Representation**: two senators emphasized the difficulty in achieving balanced college representation in senate leadership, with Francesca suggesting formalizing service responsibilities rather than expanding structural roles.
2. **Recognition of Service**: Another senator highlighted the significant informal mentorship and support work performed by outgoing chairs, suggesting this workload be acknowledged officially in tenure documents.
3. **Past Challenges and Consistency**: Another senator reflected on repeated unresolved senate issues and suggested that while continuity is valuable, fresh leadership perspectives are also important.
4. **Leadership Progression Structure**: Another senator detailed the potential three-year structure, including a transition from vice chair to chair, with the option for a confidence vote before promotion to ensure quality leadership.
5. **Emotional and Practical Challenges**: Another senator shared that emotional strain and lack of advisory support contributed to her decision not to continue as chair, underscoring the need for a formalized support role for outgoing chairs.

Overall, members generally supported the idea of continuity but expressed varying opinions on the ideal structure. The consensus was to gather additional input from their respective colleges and revisit the discussion later.

New business:
The number of certificates is growing. Is it because of the budget model? Motion (Maas, Thorne) to refer this issue to the University Budget & Finance Committee.
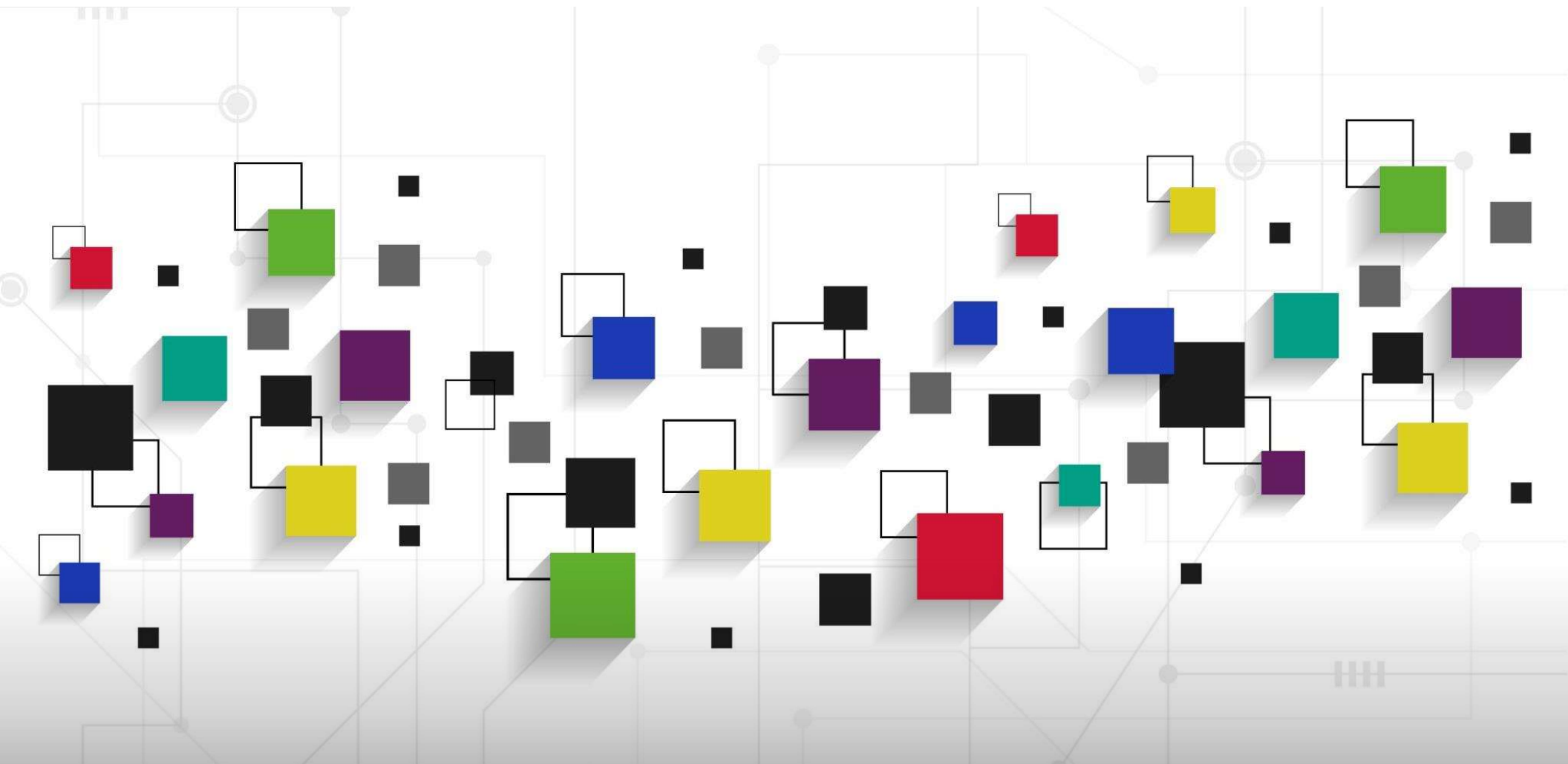Vote: 16/16 yes. Motion passes.

Adjournment:
The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

SENATE LEADERSHIP AT UI AND BEYOND

CONTEXT TO THIS CONVERSATION

- Existing symptoms and challenges of governance/Senate priorities identified in August
  - Procedures developed that don't follow policy (retroactively "fix" policy) (Spring discussion on specific items – Advising, others)
  - Divide between FSH and APM (Spring discussion)

  - Bonus item that might help strengthen Senate: Change to Leadership (Today's discussion)

CONTEXT TO THIS CONVERSATION:

- Overarching questions/priorities – How do we strengthen/preserve the role of faculty senate in shared governance? How do we ensure transparency in and involvement of faculty/faculty senate in university decisions?
  - What barriers exist to faculty strength?
    - Continuity in leadership
    - Turn over in administrative positions

CURRENT SENATE LEADERSHIP STRUCTURE - UI

Chair

The chair presides at senate meetings; appoints special or ad hoc committees (in consultation with the senate); maintains lines of communication between the senate and the president, university faculty and Staff Council; serves as a member ex officio without vote on all committees and similar bodies; and performs all other duties pertaining to the office of chair.

Vice Chair

The vice chair assumes the duties and responsibilities of the chair in the temporary absence or disability of the chair, serves as the chair of the Committee on Committees and performs such other duties as assigned by the chair or by the senate.

Secretary

The secretary supports the Faculty Senate, Faculty Senate standing committees and Committee on Committees. The position also ensures faculty participate in the development of university policies and procedures. See FSH 1570 for more information on the role of the Secretary of the University Faculty. Meeting records for Faculty Senate, General Faculty Meetings and Faculty Senate standing committees are kept in the secretary's archives and are accessible upon request.

CHALLENGES WITH OUR MODEL

- In the event that the Vice Chair is not interested in continuing, it is very difficulty for a new team to learn the ropes and gain traction on initiatives

- Larger projects (such as preserving faculty governance, revising the advising policies, figuring out how to secure pensions instead of 401ks, or the APM/FSH discussion) are difficult to do without long term continuity in leadership

- Some projects get started and are unable to be completed within an academic year. When we don't have leadership continuity, they sometimes get lost/dropped.

MODELS AT OTHER INSTITUTIONS IN IDAHO

BOISE STATE'S MODEL

Article IV: Organization of the Faculty
Section 1: Officers
1. Presiding Officer

The President of the Faculty Senate or his or her designee will preside at the meetings of the Faculty Senate, and will oversee the reporting and distribution of the non-transcripted summary of the meeting. Upon completion of a one-year term, the President of the Faculty Senate will serve an additional year as past President.*

2. Vice President to the Faculty

The Vice President of the Faculty Senate (Article V, Section 3, a.1) will be the presiding officer of the Senate in the absence of the President of the Faculty Senate, will chair the Nominating Committee, and will be a member of the Steering Committee. In the event the President of the Faculty Senate is unable or unwilling to fulfill his/her duties, the Vice President will preside over the Senate until such time as the President is able to resume his/her duties or the President's original term expires. The Vice President of the Faculty Senate will administer, record, and report within that period specified in the Bylaws of this constitution to the Faculty (Article IV, Section 2). Following the completion of a one-year elected term, the Vice President will be the successor to the presidency of the Faculty Senate for a period of one year, provided a simple majority of the Senators present and voting are in agreement.* If a simple majority is not obtained, another nominee may be selected and voted into the position of President with a simple majority of the Senate present and voting.

3. Past President to the Faculty

The past President to the Faculty Senate will serve as a member of the Steering Committee and as an advisor to the President and Vice President of the Faculty Senate. They may be either a current member of the Senate or hold an ex-officio seat on the Senate.

*In the event the President and Vice President of the Faculty Senate are nominated, agree to serve, and are voted for by a simple majority of the Senators present and voting, subsequent terms of office will be allowed.

[LCSC MODEL](#)

Cabinet

Faculty Senate/Association Chair and Budget Planning & Assessment Chair

Peter Remien
Professor of English

📞 208-792-2297
✉ pcremien@lcsc.edu
📍 SPH 212

Incoming Chair, Faculty Affairs Chair

Charles Bell
Assistant Professor of
Engineering Technology

📞 208-792-2792
✉ cdbell@lcsc.edu
📍 STC 129

Past Chair, Student Affairs Chair

Lorinda Hughes
Clinical
Coordinator/Professor of
Radiology

📞 208-792-2639
✉ llhughes@lcsc.edu
📍 SAC 118E

Secretary

Jenna Chambers
Associate Professor
BSN Clinical Coordinator
Assessment Director

📞 208-792-2161
✉ jmchambers@lcsc.edu
📍 SAC 118D

General Education Committee Chair

Rebecca Snider
Professor

📞 208-792-2147
✉ rasnider@lcsc.edu
📍 SPH 237

ISU MODEL

Dr. Fredi Giesler

2024-2025 Faculty Senate Chair; Professor of Practice, Department of Sociology, Social Work and Criminology, College of Arts and Letters

Office: College of Arts and Letters 921 S. 8th Ave. Stop 8114 Pocatello, ID 83209-8114

208-282-1236

ednagiesler@isu.edu

Website

Dr. Amanda Zink

2024-2025 Faculty Senate Vice Chair; Professor of English, Department of English and Philosophy, College of Arts and Letters

Office: College of Arts and Letters 921 S. 8th Ave. Stop 8114 Pocatello, ID 83209-8114

208-282-2782

amandazink@isu.edu

Website

Dr. Colden Baxter

2023-2024 Faculty Senate ex officio Chair; Professor, Department of Biological Sciences, College of Science and Engineering

Office: College of Science and Engineering 921 S. 8th Ave. Stop 8263 Pocatello, Idaho 83209-8263

208-282-2139

coldenbaxter@isu.edu

Website

A FEW POSSIBILITIES

- Make it expected the Vice Chair will continue on as chair

- Add an Outgoing Chair position to serve as an advisor (this also gives continuity if a Vice Chair Decides not to continue on as chair)

  - Potentially position this role to also serve as chair on a standing committee – FAC? FSPG?

- Expand Senate Leadership to include FAC chair (outgoing chair?) and/or Staff Council Chair

- Other ideas?

CHALLENGES WITH THESE APPROACHES

- If we add an outgoing chair position, leadership will require a longer commitment, which may deter people

- We will need to consider what to do when a term ends in the middle of someone's leadership cycle

NOTE:

- This would take effect after Tim and Kristin complete their terms, this isn't a power grab

EXPERIENCES OF PAST CHAIRS

- Jean-Marc Gauthier, Senate Chair 23-24

- Barb Kirchmeier, Senate Chair 20-21

- Kelly Quinnett, Senate Chair 22-23

- Russ Meeuf, Senate Chair 21-22 (submitted remarks)

WHAT CAN COME OUT OF A DISCUSSION

- Nothing

- A motion from the floor (examples: refer to a committee; a resolution; a directive to draft a redline, a directive to draft a resolution)

University of Idaho
2024 – 2025 Faculty Senate Agenda
<u>Meeting #14</u>
Tuesday, November 12, 2024, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
- Minutes of the 2024-2025 Faculty Senate Meeting #13 (November 5, 2024) **Attach. #1**

III. Chair's Report

IV. Provost's Report

V. Committee Reports
- University Curriculum Committee (Vote)
  - UCC 134 Move Black Studies to College (CLASS) - Annette Folwell, Associate Dean for Undergraduate Studies & Professor, College of Letters, Arts and Social Sciences **Attach. #2**
  - UCC 565 People Management Undergraduate Academic Certificate - Yun Chung, Professor - Accounting **Attach. #3**
  - UCC 568 Corporate Social Responsibility in Business Undergraduate Academic Certificate - Yun Chung **Attach. #4**
  - UCC 572 Philosophy Fundamentals Undergraduate Academic Certificate -Florian Justwan, Department Chair and Associate Professor - Politics and Philosophy **Attach. #5**
  - UCC 573 History of Philosophical Ideas and Thought Undergraduate Academic Certificate - Florian Justwan **Attach. #6**
  - UCC 288 Technology Management (MS) - Indrajit Charit, Department Chair and Professor - Nuclear Engineering and Industry Management **Attach. #7**
  - UCC 250 – Engineering Technology (BSTECH) - Indrajit Charit **Attach. #8**
  - UCC 137 College of Law Admission Requirements - Kristi Running, Associate Clinical Professor – College of Law **Attach. #9**
  - UCC 207 Cybersecurity (BS) - Terence Soule, Professor – Computer Science **Attach. #10**

VI. Other Policy Business
- APM 45.21 Responsible Conduct of Research Training – Kay Dee Holmes, Assistant Director for Research Integrity (no vote) **Attach. #11**

VII. Other Announcements and Communications
- Discussion on Faculty Senate Leadership Continuity – Kristin Haltinner, Chair of Faculty Senate and Tim Murphy, Vice Chair of Faculty Senate
  - Special Guests: Jean-Marc Gauthier, Kelly Quinnett, Russ Meeuf, Barb Kirchmeier – Former Senate Chairs

VIII.   New Business

 IX.   Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #13 (November 5, 2024)
- **Attach. #2** UCC 134 Move Black Studies to College (CLASS)
- **Attach. #3** UCC 565 People Management Undergraduate Academic Certificate
- **Attach. #4** UCC 568 Corporate Social Responsibility in Business Undergraduate Academic Certificate
- **Attach. #5** UCC 572 Philosophy Fundamentals Undergraduate Academic Certificate
- **Attach. #6** UCC 573 History of Philosophical Ideas and Thought Undergraduate Academic Certificate
- **Attach. #7** UCC 288 Technology Management (MS)
- **Attach. #8** UCC 250 Engineering Technology (BSTECH)
- **Attach. #9** UCC 137 College of Law Admission Requirements
- **Attach. #10** UCC 207 Cybersecurity (BS)
- **Attach. #11** APM 45.21 Responsible Conduct of Research Training

![University of Idaho Faculty Senate logo]

2024 – 2025 Faculty Senate – <u>Pending Approval</u>
<u>Meeting # 13</u>
Tuesday, November 5, 2024, 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, Ramirez, Raney, Remy, Rinker, Roberson, Roe, Sammarruca (w/o vote), Sowisdral, Strickland, Tohaneanu, Thorne.
Absent: Shook (excused), Aus
Guests: Franca Nurczynski, Erica Tabor.

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 #12, October 29, 2024, were approved as distributed.

Special Communication:
- Strategic planning information session with Huron Consulting Group – Franca Nurczynski, Erica Tabor.
  Franca gave a brief report on the status of the strategic planning project, followed by an interactive virtual exercise. A survey to be completed in real time presented two questions, (with pre-populated options to select from), about UI strengths to leverage and barriers to overcome, respectively. Dedicated faculty and staff, commitment to our land grant mission, breadth, and depth of the academic portfolio, were the top three strengths selected by the senators. A close 4th choice was the growing research portfolio and expenditures in the university's trajectory towards R1 status, followed by the university's ability to reach across the state of Idaho, through regional centers and extension offices. The selected themes were consistent with those identified by other groups that met with the Huron team.
  <u>Discussion on the results of the survey:</u>
  Generally, the outcome was expected. Senators were asked whether they thought other important items were missing from the survey. A senator noted that breadth and depth are often at odds with each other – we sacrifice depth for breadth, and vice versa. It would help us have a more focused understanding of our programs' breadth or depth. It was also brought up that the university went through a crisis phase around 2019 and lost several programs that are essential to the land grant mission. Another senator interpreted "areas of strength" in the survey question as something that makes UI stand out compared to other universities, such as, for example, innovative programs in cybersecurity, health, and medical professions.
  A senator said that the university's broad interdisciplinary work is something they would add to the list proposed in the survey. Franca reported having heard that colleges in the state lack infrastructure or incentives to help promote interdisciplinary collaborations.
  There was a brief conversation on the best survey methodology to engage as many people as possible.
  Insufficient transparency and communication were brought up – an example is the way the Phoenix transaction was first communicated. A senator argued that shared governance would have been among the top 3 choices, had it been an option on the survey.
  Kristin Haltinner mentioned a survey sent to faculty in August about senate priorities this year. Some of those suggestions relate heavily to the issue of recruitment and retention of faculty. Salary was also among the priorities. But, even if we are unable to get more money

from the state legislature or other sources, there are other benefits associated with working in higher education. One of them is shared governance and the ability to be involved in the creation and the operation of your workplace. There are other, less tangible benefits in higher education that are not typical of the corporate sector, such as sabbaticals, tuition benefits for dependents, dual career accommodations. Moreover, we have things like relationships with our peers.

Aging infrastructure was brought up as one of the challenges. There are buildings that have asbestos tiles or are not ADA compliant. Insufficient administrative support for managing large grants was also mentioned.

The rising cost of housing in Moscow was seen as a major problem for recruiting and retention of employees.

The conversation moved to reduced legislative support of higher education. As an example, a senator mentioned a cooperative program with universities in China, and one cooperative agreement with Hiroshima University. Legislative efforts are killing these successful programs because students from China cannot come here, and our students cannot go there. The programs are financially beneficial for both sides, as Chinese students pay a considerable amount of money to come and study here.

A senator mentioned frequent changes in procedures as barriers to research productivity. A plan must be put in place that improves our research as opposed to impeding it.

In closing, Franca encouraged senators who are interested in doing this type of engagement and exercise with their departments to obtain a QR code from Kristin.

Chair's Report:
- Do not forget to vote.
- Dependent tuition benefit. President Green will allow 50% tuition reduction for one dependent of the employee, and 25% for a second dependent.
- Do not forget to make your benefit elections.
- Who We Are – Debb Thorne, Senator from CLASS.
  Debb started with some background about herself. Her research is interdisciplinary. She studies consumer bankruptcy, which is not the bankruptcy addressed by Chapter 11 for corporations. Consumer bankruptcy is about individuals who are struggling. Debb merged social science and law because I work on the Consumer Bankruptcy Project. It was started back in the eighties by Elizabeth Warren, Terry Sullivan, and Jay Westbrook, and has been a merged relationship between the social sciences and law ever since 1981. After graduation, Debb got involved with the Consumer Bankruptcy Project and moved to Cambridge for a postdoc. She has been working on that since 2,001 and has published a range of articles. She looks at gender relationships among families or couples who are in bankruptcy. Debb and her collaborators collected 11 years of continuous data and have a book coming out in August of next year. Her favorite chapter is the one that focuses on American seniors. They are the fastest growing group among the bankruptcy population and the most vulnerable.

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

- **Annual training:** It is on a rolling calendar, so every employee has a unique timeline. Please see memo of October 3 and don't forget the November 13 deadline.
  https://www.uidaho.edu/governance/edl/required-training/annual-training

Announcements and Communications:

- Discussion on senator's perspectives on past strategic efforts, the university's status, and our visions for the future.

  Barb Kirchmeier is the senate member on the strategic planning team. She has an interview with the consultant team, who will focus the conversation around 3 questions or 3 ideas. Barb created a shared doc where senators can start adding ideas. Barb said that she has been asked to reflect on her perspectives on past strategic efforts, current strategic planning, what she thinks about the current state of the university, and then her vision for the university's future. As she is tasked with representing the Senate, she wants to take more than just her perspectives to this conversation.

  A senator asked if there are limits to the scope of the strategic planning team. Provost Lawrence replied that we have a blank slate to work with, which makes the task both exciting and challenging. Identifying major pillars is helpful.

  Kristin added that one of the pillars needs to be the preservation and maintenance of the excellent scholars that we have here at the University.

  Barb said that her visions for the future of the U of I are inspired by thinking of her children and grandchildren at the U of I.

  The senator representing Idaho Falls expressed concerns that the long-term strategic vision and planning process are primarily pointed directly at the Moscow campus. We do ourselves enormous disservice by overlooking the potential of centers and extension sites off campus.

  A senator asked what the axioms or principles of strategic plans are. Who oversees the definitive version of the strategic plans? How does that happen? Is it a menu of presented options from which to choose? Are there guidelines?

  Faculty Secretary: From the last meeting of the SLC, she formed the impression that people think the previous plan was too complex, hard to read and understand, and did not help prioritize.

  Provost Lawrence, addressing the last two questions, said that the strategic plan is meant to be a tool that guides the institution through decision making. It should be a document that drives how we operate the institution. The people who put together the last plan worked hard, and no offense is meant. The plan became overly complicated, with too many points, 30 or 40, to focus on. This new effort aims at something that is more focused and more clear, such that everybody can latch onto at least part of it. Not every single point of the plan can help everyone, but everybody should be able to fit into part of the plan. There may be something that a unit focuses on, and another pillar that a different unit focuses on. But we all should fit into the plan in some way. Regarding a previous comment on off-campus sites, this should not be a Moscow-driven plan. It will apply to the entire institution.

  Barb has a meeting with the Huron team on Thursday morning. Please give your input to the shared document tomorrow. Barb will keep senators updated.

Adjournment:

There was no other business. The meeting was adjourned at 4:40pm.

Respectfully Submitted,

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

134: MOVE BLACK STUDIES TO COLLEGE (CLASS)

In Workflow

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

Approval Path

1. Mon, 30 Sep 2024 21:53:52 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 02 Oct 2024 17:22:49 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
3. Tue, 08 Oct 2024 19:08:18 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
4. Tue, 15 Oct 2024 18:43:58 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC
5. Wed, 16 Oct 2024 20:40:48 GMT
   Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Thu, 26 Sep 2024 21:51:53 GMT

Viewing: Move Black Studies to College (CLASS)
Last edit: Thu, 26 Sep 2024 21:51:52 GMT

Changes proposed by: Charles Tibbals

Faculty Contact

Faculty Name	Faculty Email
Janis Johnson	janson@uidaho.edu

Request Type

Other

Effective Catalog Year

2025-2026

Title

Move Black Studies to College (CLASS)

Request Details

The Black Studies program should move from Culture, Society and Justice to CLASS because the directorship moves through various departments. The financial support moved to the College already.

Key: 134

565: PEOPLE MANAGEMENT UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (yunchung@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
5. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sat, 07 Sep 2024 00:20:35 GMT
   Sanjay Sisodiya (sisodiya): Approved for 079 Chair
2. Tue, 17 Sep 2024 23:47:32 GMT
   Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
3. Mon, 30 Sep 2024 04:08:27 GMT
   Lisa Victoravich (lvictoravich): Approved for 13 Dean
4. Tue, 01 Oct 2024 18:35:39 GMT
   Nicole Remy (nremy): Approved for DLI
5. Thu, 10 Oct 2024 17:19:14 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
6. Thu, 10 Oct 2024 18:56:52 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Mon, 14 Oct 2024 16:19:43 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
8. Tue, 15 Oct 2024 20:42:43 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
9. Tue, 22 Oct 2024 22:30:26 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sun, 25 Aug 2024 22:13:13 GMT

Viewing: 565 : People Management Undergraduate Academic Certificate

Last edit: Tue, 15 Oct 2024 20:42:36 GMT

Changes proposed by: Yunhyung Chung

Faculty Contact

Faculty Name	Faculty Email
Yun Chung	yunchung@uidaho.edu

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

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2025-2026

Program Title

People Management Undergraduate Academic Certificate

Degree Type

Certificate

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

Program Credits

12

CIP Code

52.0201 - Business Administration and Management, General.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

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

Discribe the financial impact

No additional resources are required for this certificate.

Curriculum:

The People Management Certificate provides students with foundational knowledge and practical skills in areas such as recruitment, performance management, training and development, and leadership, preparing them to effectively manage and lead people in various organizational settings.

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
MGT 3110	Introduction to Management	3
Select three of the following:		9
MGT 4160	Strategic Compensation Management	
MGT 4410	Maintaining Employee and Labor Relations	
MGT 4110	Acquiring Human Capital	
MGT 4170	Deploying and Developing Human Capital	
MGT 4180	Strategic Organizational Management	
or MGT 3150	Corporate Social Responsibility and Sustainability	

MKTG 4280	Marketing Management

Total Hours **12**

Courses to total 12 credits for this academic 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.
Upon completing this program, students will be able to analyze effective people management practices
Upon completing this program, students will be able to understand how to motivate, attract, maintain talent in organizations.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
Student achievement will be assessed using a mix of comprehensive assignments, project, and/or exams.

How will you ensure that the assessment findings will be used to improve the program?
We will ensure the assessment findings to improve the program via review meetings with faculty, curriculum adjustments based on results, and/or feedback from students.

What direct and indirect measures will be used to assess student learning?
Direct measures will be directly tied to each of the learning objectives. These measures will be used in rubrics of student assignments. Indirect measures are responses from alumni surveys and graduation rates.

When will assessment activities occur and at what frequency?
We will assess students' achievement of LOs at the end of the courses each semester.

Student Learning Outcomes

Learning Objectives
LO1: Students will acquire the ability to design and implement effective people management strategies
LO2: Students will improve the capability to lead and manage people by applying principles of people management practices.

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

The People Management Certificate is designed to address the critical need for effective leadership and human resource management skills in today's dynamic organizational environments. As businesses increasingly recognize the value of human capital, the ability to manage, motivate, and develop talent is essential for organizational success. This certificate will equip students with the knowledge and tools needed to lead individuals, teams, and organizations and foster a positive workplace culture using talent management, performance management, reward programs, etc.

Program Description: The People Management Certificate provides students with foundational knowledge and practical skills in areas such as recruiting, performance management, training and development, and leadership, preparing them to effectively manage and lead people in various organizational settings.

Reviewer Comments
Sande Schlueter (sandeschlueter) (Wed, 02 Oct 2024 22:16:37 GMT): changed self-support fee from yes to no as per email from YChung on 10/2/2024

Rebecca Frost (rfrost) (Thu, 10 Oct 2024 18:56:46 GMT): Added formatted course list with 4-digit numbers. Final catalog format editing will need to be completed by catalog editor.

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:51:35 GMT): Corrected formatting for catalog

Key: 565

568: CORPORATE SOCIAL RESPONSIBILITY IN BUSINESS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (yunchung@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sat, 07 Sep 2024 00:20:37 GMT
   Sanjay Sisodiya (sisodiya): Approved for 079 Chair
2. Tue, 17 Sep 2024 23:51:39 GMT
   Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
3. Mon, 30 Sep 2024 14:52:54 GMT
   Theodore Unzicker (tunzicker): Rollback to Initiator
4. Mon, 30 Sep 2024 22:57:06 GMT
   Sanjay Sisodiya (sisodiya): Approved for 079 Chair
5. Mon, 30 Sep 2024 23:07:56 GMT
   Yunhyung Chung (yunchung): Approved for 13 Curriculum Committee Chair
6. Mon, 30 Sep 2024 23:36:49 GMT
   Lisa Victoravich (lvictoravich): Approved for 13 Dean
7. Tue, 01 Oct 2024 00:18:28 GMT
   Christine Slater (cslater): Approved for Assessment
8. Tue, 01 Oct 2024 18:35:35 GMT
   Nicole Remy (nremy): Approved for DLI
9. Thu, 10 Oct 2024 17:20:57 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
10. Thu, 10 Oct 2024 19:01:16 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Mon, 14 Oct 2024 16:19:47 GMT
    Sydney Beal-Coles (sbeal): Approved for Registrar's Office
12. Tue, 15 Oct 2024 20:43:50 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
13. Tue, 22 Oct 2024 22:30:29 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 30 Sep 2024 15:36:47 GMT

Viewing: 568 : Corporate Social Responsibility in Business Undergraduate Academic Certificate

Last edit: Tue, 15 Oct 2024 20:43:38 GMT

Changes proposed by: Yunhyung Chung

Faculty Contact

Faculty Name	Faculty Email
Yun	Chung

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

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Business

Effective Catalog Year
2025-2026

Program Title
Corporate Social Responsibility in Business 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
52.0299 - Business Administration, Management and Operations, Other.

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 Corporate Social Responsibility in Business Certificate provides opportunities to integrate fundamental concepts and tools in stakeholder management, analysis, and sustainability practices. Students will learn how to balance corporate objectives with societal and environmental responsibilities.

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
MGT 3150	Corporate Social Responsibility and Sustainability	3
Select two from the following:		6
FIN 4350	Financial Management and Sustainability	

MGT 4410	Maintaining Employee and Labor Relations	
OM 3780	Project Management	
OM 4390	Systems and Simulation	
OM 4700	Supply Chain Analytics	
MKTG 3240	Consumer Behavior	
MKTG 4950	Product Development and Brand Management	
ECON 4470	International Development Economics	
ECON 4410	Labor Economics	
ECON 4150	Market Structure and Governmental Policy	
ECON 4510	Applied Environmental and Natural Resource Economics	
ACCT 4820	Enterprise Accounting	
A total of 3 credits of the Ecological and/or Social Courses in the Sustainability Certificate (at the university level)		3
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.
Upon completing this program, students will be able to understand corporate citizenship and ethical principles, and effectively manage various stakeholders.

Additionally, they will be able to analyze business issues related to CSR and make informed ethical decisions.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
Student achievement will be assessed using a mix of comprehensive assignments, project, and/or exams.

How will you ensure that the assessment findings will be used to improve the program?
We will use assessment findings to enhance the program through faculty review meetings, curriculum adjustments based on results, and feedback from students.

What direct and indirect measures will be used to assess student learning?
Direct measures will be closely tied to each learning objective and will be incorporated into rubrics for student assignments. Indirect measures will include responses from alumni surveys and tracking graduation rates.

When will assessment activities occur and at what frequency?
We will assess students' achievement of learning outcomes at the end of MGT 315 and two randomly selected courses from the other electives each semester

Student Learning Outcomes

Learning Objectives

LO 1: Students will develop a comprehensive understanding of CSR principles and acquire the tools necessary to effectively implement these practices within their organizations.

LO 2: Students will understand the impact of CSR on organizational sustainability and recognize the critical role of stakeholder engagement in responsible business practices.

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

The Corporate Social Responsibility (CSR) in Business Certificate is designed to equip students with the skills and knowledge necessary to lead organizations in addressing the challenges of sustainability and ethical responsibility. As global awareness of environmental and social issues grows, businesses are increasingly expected to adopt practices that prioritize long-term sustainability and social impact. This certificate will provide students with a comprehensive understanding of CSR principles, sustainable business strategies, and the tools to implement these practices effectively within their organizations. Students will learn how to balance profitability with social and environmental stewardship, making them valuable assets to any organization striving to enhance its reputation, meet regulatory requirements, and contribute positively to society.

Program Description:
The Corporate Social Responsibility (CSR) in Business Certificate provides opportunities to integrate fundamental concepts and tools in stakeholder management, analysis, and sustainability practices. Students will learn how to balance corporate objectives with societal and environmental responsibilities.

Reviewer Comments

Theodore Unzicker (tunzicker) (Mon, 30 Sep 2024 14:52:54 GMT): Rollback: Rolled back per request from Mya Groza.

Sande Schlueter (sandeschlueter) (Thu, 10 Oct 2024 17:20:48 GMT): changed Self-support fee from yes to no as per clarification email from YChung on 10/2/2024

Rebecca Frost (rfrost) (Thu, 10 Oct 2024 19:01:11 GMT): Added catalog format course list with 4-digit numbers. Original entry below catalog format. Catalog Editor will need to complete catalog formatting for certificate requirements.

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:56:36 GMT): Updated format for catalog

Sydney Beal-Coles (sbeal) (Tue, 15 Oct 2024 20:43:38 GMT): Added program description to curriculum so it will be visible in the catalog.

Key: 568

572: PHILOSOPHY FUNDAMENTALS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 011 Chair (fjustwan@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
7. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
8. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
9. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
10. 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)
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 21:33:13 GMT
   Florian Justwan (fjustwan): Approved for 011 Chair
2. Fri, 06 Sep 2024 16:33:25 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 06 Sep 2024 20:01:14 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:34 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 17:55:15 GMT
   Christine Slater (cslater): Approved for Assessment
6. Tue, 17 Sep 2024 21:15:12 GMT
   Christine Slater (cslater): Approved for Assessment
7. Thu, 19 Sep 2024 22:18:35 GMT
   Nicole Remy (nremy): Approved for DLI
8. Wed, 09 Oct 2024 22:49:59 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Thu, 10 Oct 2024 19:04:01 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Mon, 14 Oct 2024 16:19:50 GMT
    Sydney Beal-Coles (sbeal): Approved for Registrar's Office
11. Tue, 15 Oct 2024 20:39:35 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Tue, 22 Oct 2024 22:30:32 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sun, 01 Sep 2024 20:55:14 GMT

Viewing: 572 : Philosophy Fundamentals Undergraduate Academic Certificate

Last edit: Mon, 14 Oct 2024 16:37:48 GMT

Changes proposed by: Bert Baumgaertner

Faculty Contact

Faculty Name	Faculty Email
Bert Baumgaertner	bbaum@uidaho.edu

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

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Politics & Philosophy

Effective Catalog Year
2025-2026

Program Title
Philosophy Fundamentals 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
38.0101 - Philosophy.

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:

Philosophy is the study of the fundamental aspects of human nature and human experience. Philosophers study both what we know about our experiences and the reasons we can give for this knowledge. Its primary method is critical reasoning, so students of philosophy become excellent at thinking not just about "the what" of the world but also its whys. This certificate trains students in basic philosophical methodology across core areas: metaphysics, epistemology, ethics, and social/political philosophy. Additionally, completing this certificate prepares students for more advanced study of philosophy.

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
PHIL 1103	Introduction to Ethics	3
or PHIL 2080	Business Ethics	
PHIL 2010	Critical Thinking	3
or PHIL 2020	Introduction to Symbolic Logic	
PHIL 2400	Belief and Reality	3
One of the following:		3
PHIL 2000	Philosophy of Alcohol	
PHIL 2050	Topics in Social Philosophy	
PHIL 2090	Mind and Madness	
PHIL 2210	Philosophy in Film	
PHIL 3070	Buddhism	
Total Hours		**12**

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

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

Geographical Area Availability

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

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.
1. Students exhibit knowledge of philosophical areas of study in metaphysics, epistemology, ethics, and social/political philosophy.

2. Students can recognize and articulate the foundations of critical thinking and effective argumentation about philosophical topics.

3. Students can distinguish between the normative and non-normative claims of a text.

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

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

What direct and indirect measures will be used to assess student learning?
Direct measure: Signature assignment.

When will assessment activities occur and at what frequency?
Once per year, via a meeting of the Philosophy Curriculum Committee (typically at the beginning of the Fall semester).

Student Learning Outcomes

Learning Objectives

1. Students exhibit knowledge of philosophical areas of study in metaphysics, epistemology, ethics, and social/political philosophy.
2. Students can recognize and articulate the foundations of critical thinking and effective argumentation about philosophical topics.
3. Students can distinguish between the normative and non-normative claims of a text.

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

The Philosophy Fundamentals certificate program is designed to provide students with a robust foundation in philosophical inquiry and methodology. This certificate aligns with our institution's commitment to fostering critical thinking, analytical skills, and ethical reasoning across disciplines. It equips students with valuable analytical and critical thinking skills, supporting their academic capabilities and preparing them to engage thoughtfully with complex ethical and societal issues in other majors. The certificate also provides a structured and comprehensive introduction to philosophical inquiry for students seeking more advanced study.

Program Description: Philosophers study both what we know about ourselves and our experience and the reasons we can give for this knowledge. Its primary method is critical reasoning, so students of philosophy become excellent at thinking not just about the what of the world but also its whys. This certificate program provides students with the requisite foundations of philosophy, including critical reasoning, argumentation, ethical thinking, and basic knowledge of philosophical problems.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Wed, 09 Oct 2024 22:40:08 GMT): included program description and changed yes on self-support to no as per clarification email from B Baumgaertner on 10/4/2024

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:37:24 GMT): Updated curriculum with four-digit course numbers

Key: 572

573: HISTORY OF PHILOSOPHICAL IDEAS AND THOUGHT UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 011 Chair (fjustwan@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu; sandeschlueter@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
6. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
7. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
8. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
9. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
10. 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)
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 21:37:40 GMT
   Florian Justwan (fjustwan): Approved for 011 Chair
2. Fri, 06 Sep 2024 16:35:22 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 06 Sep 2024 20:01:19 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 12 Sep 2024 00:51:37 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 17 Sep 2024 17:55:59 GMT
   Christine Slater (cslater): Approved for Assessment
6. Tue, 17 Sep 2024 21:16:14 GMT
   Christine Slater (cslater): Approved for Assessment
7. Thu, 19 Sep 2024 22:18:40 GMT
   Nicole Remy (nremy): Approved for DLI
8. Wed, 09 Oct 2024 22:53:32 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Thu, 10 Oct 2024 19:05:18 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Mon, 14 Oct 2024 16:19:52 GMT
    Sydney Beal-Coles (sbeal): Approved for Registrar's Office
11. Tue, 15 Oct 2024 20:39:54 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Tue, 22 Oct 2024 22:30:34 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sun, 01 Sep 2024 21:24:18 GMT

Viewing: 573 : History of Philosophical Ideas and Thought Undergraduate Academic Certificate

Last edit: Mon, 14 Oct 2024 16:40:46 GMT

Changes proposed by: Bert Baumgaertner

Faculty Contact

Faculty Name	Faculty Email
Bert Baumgaertner	bbaum@uidaho.edu

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

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Politics & Philosophy

Effective Catalog Year
2025-2026

Program Title
History of Philosophical Ideas and Thought 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
38.0101 - Philosophy.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

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

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

Discribe the financial impact
No financial impact.

Curriculum:

The History of Philosophical Ideas and Thought Certificate offers students a comprehensive exploration of the development of philosophical thought throughout history. This interdisciplinary program combines core philosophy courses with selected offerings from history, providing a rich context for understanding the evolution of ideas.

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
PHIL 3200	History of Ancient and Medieval Philosophy	3
PHIL 3210	History of Modern Philosophy	3
Two of the following:		6
HIST 3500	The Age of Enlightenment: European Culture & Ideas, 1680-1800	
HIST 3660	Modern European Cultural and Intellectual History, 1880-1980	
HIST 3780	History of Science I: Antiquity to 1700	
HIST 3790	History of Science II: 1700-Present	
HIST 3880	History of Mathematics	
PHIL 3020	Biblical Judaism: Texts and Thought	
PHIL 3070	Buddhism	
PHIL 3250	Historical Figures in Philosophy	
PHIL 3510	Philosophy of Science	
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. Students appreciate and exhibit knowledge of the historical interconnections between philosophy and other disciplines such as religion and science.
2. Students can write an analytic essay that exhibits both critical thinking and effective argumentation about philosophical ideas that have taken place over the course of Western history.

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

How will you ensure that the assessment findings will be used to improve the program?
The Philosophy Curriculum Committee will meet each year to assess the History of Philosophical Ideas and Thought Certificate program, recommend changes to instructors, and discuss implementation and results of prior recommendations.

What direct and indirect measures will be used to assess student learning?
Direct measure: Signature assignment.

When will assessment activities occur and at what frequency?
Once per year, via a meeting of the Philosophy Curriculum Committee, typically towards the beginning of the Fall semester.

Student Learning Outcomes

Learning Objectives

1. Students appreciate and exhibit knowledge of the historical interconnections between philosophy and cultural, religious, and scientific institutions.

2. Students can analyze primary texts from significant philosophers and historical periods.

3. Students can write an analytic essay that exhibits both critical thinking and effective argumentation about philosophical ideas that have taken place over the course of Western history.

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

By combining philosophical depth with historical breadth, the History of Philosophical Ideas and Thought Certificate equips students with a rich understanding of the intellectual traditions that have shaped our world. This certificate prepares students for careers requiring strong analytical and critical thinking skills that draws on contextualizing information, including roles in education, research, writing, and cultural institutions.

Program Description: The History of Philosophical Ideas and Thought Certificate offers students a comprehensive exploration of the development of philosophical thought throughout history. This interdisciplinary program combines core philosophy courses with selected offerings from history, providing a rich context for understanding the evolution of ideas.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Wed, 09 Oct 2024 22:41:38 GMT): included program description and changed yes on self-support to no as per clarification email from B Baumgaertner on 10/4/24

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:40:23 GMT): Updated curriculum to four-digit course numbers

Key: 573

288: TECHNOLOGY MANAGEMENT (MS)

In Workflow

1. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
2. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
3. Registrar's Office (none)
4. Ready for UCC (none)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
8. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
9. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
10. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
11. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 19 Sep 2024 15:33:06 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Thu, 19 Sep 2024 15:36:12 GMT
   Sydney Beal-Coles (sbeal): Rollback to Initiator
3. Wed, 02 Oct 2024 16:14:11 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
4. Wed, 02 Oct 2024 16:36:31 GMT
   Christine Slater (cslater): Approved for Assessment
5. Wed, 02 Oct 2024 23:40:24 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
6. Tue, 08 Oct 2024 19:09:22 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
7. Tue, 15 Oct 2024 18:45:10 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC
8. Wed, 16 Oct 2024 20:40:18 GMT
   Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar
9. Fri, 25 Oct 2024 16:26:34 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair

Date Submitted: Mon, 23 Sep 2024 22:43:14 GMT

Viewing: 288 : Technology Management (MS)
Last edit: Mon, 07 Oct 2024 17:07:26 GMT

Changes proposed by: Indrajit Charit

Faculty Contact

Faculty Name	Faculty Email
Indrajit Charit	icharit@uidaho.edu

Change Type (Choose all that apply)

Change existing program (major) from face to face to on-line delivery (including program components if applicable)
Add/Edit Learning Outcomes

Description of Change

A third program learning outcome is added. We also correct the physical location issue by making it online-only.

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

No

Academic Level

Graduate

College

Engineering

Department/Unit:
Nuclear Engineering and Industrial Mgmt

Effective Catalog Year
2025-2026

Program Title
Technology Management (MS)

Program Credits
30-31

CIP Code
15.0612 - Industrial Technology/Technician.

Curriculum:

Master of Science. Major in Technology Management.

Master's degree candidates must fulfill the requirements of the College of Graduate Studies and of the College of Engineering. See the College of Graduate Studies (https://catalog.uidaho.edu/colleges-related-units/graduate-studies/) section for the general requirements applicable to each degree.

Distance Education Availability

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

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

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

Geographical Area Availability

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

Student Learning Outcomes

Have learning outcomes changed?
Yes

Learning Objectives
1. Use data-driven management and leadership capabilities to solve problems in a complex, technical environment.
2. Through independent learning and collaborative study, attain and use knowledge in finance, statistics, technology, and business to enable business performance improvement across multiple functional areas of an organization.
3. Integrate technical and business knowledge, organization insights and communication skills to become a proficient technical manager and leader of projects, operations, organizations and people.

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

We add the third learning outcome to make more aligned with our Engineering Management program and to describe more aptly the current state of the program.

Students cannot complete the TM MS program just by taking in-person classes. They must take some online classes to complete the degree. Students generally complete the course by taking all online classes. That is why it is proposed that physical locations (Moscow, CDA, Boise and Idaho Falls) are changed to 'online-only' delivery, which is more reflective of the current situation. The Graduate Admissions Office is already admitting students for TM online program. Hence, any historical anomaly in the CIM record needs to be fixed.

Reviewer Comments
Sydney Beal-Coles (sbeal) (Thu, 19 Sep 2024 15:36:12 GMT): Rollback: Rolled back per request

Key: 288

250: ENGINEERING TECHNOLOGY (BSTECH)

In Workflow

1. 468 Chair (icharit@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@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, 05 Sep 2023 18:30:20 GMT
   Indrajit Charit (icharit): Rollback to Initiator
2. Tue, 05 Sep 2023 19:32:36 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
3. Fri, 22 Sep 2023 16:09:41 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
4. Wed, 07 Feb 2024 21:16:11 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
5. Wed, 07 Feb 2024 23:09:10 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
6. Thu, 08 Feb 2024 22:10:42 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
7. Mon, 04 Mar 2024 17:51:05 GMT
   Sydney Beal-Coles (sbeal): Rollback to Initiator
8. Tue, 10 Sep 2024 17:19:17 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
9. Tue, 10 Sep 2024 23:39:15 GMT
   Gabriel Potirniche (gabrielp): Rollback to Initiator
10. Tue, 17 Sep 2024 22:07:35 GMT
    Indrajit Charit (icharit): Approved for 468 Chair
11. Mon, 23 Sep 2024 18:38:24 GMT
    Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
12. Mon, 21 Oct 2024 19:17:52 GMT
    Rebecca Frost (rfrost): Approved for Degree Map Review
13. Tue, 22 Oct 2024 20:45:05 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
14. Tue, 22 Oct 2024 22:39:40 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
15. Tue, 22 Oct 2024 22:57:36 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
16. Tue, 29 Oct 2024 17:50:02 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC
17. Mon, 04 Nov 2024 19:58:33 GMT
    Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)
3. Jun 15, 2021 by Rebecca Frost (rfrost)
4. Apr 26, 2022 by Aleksandar Vakanski (vakanski)

5. Sep 8, 2022 by Rebecca Frost (rfrost)
6. Apr 6, 2023 by Sydney Beal-Coles (sbeal)

Date Submitted: Tue, 17 Sep 2024 21:58:21 GMT

Viewing: 250 : Engineering Technology (BSTECH)
Last approved: Thu, 06 Apr 2023 23:50:49 GMT
Last edit: Mon, 21 Oct 2024 19:17:39 GMT

Changes proposed by: Indrajit Charit

Faculty Contact

Faculty Name	Faculty Email
Indrajit Charit	icharit@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
The name of the program is changed from 'Industrial Technology BSTech' to 'Engineering Technology BSTech.'

Replace the required course MHR 311 Introduction to Management with INDT 420.

INDT 415 Impact of Technology on Society is dropped.

Moscow is added to the physical location in addition to already existing Idaho Falls and Coeur d'Alene.

The curriculum was missing a Humanistic and Artistic Ways in Knowing Course in Fall Semester in Year 1. This course was added.

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

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Nuclear Engineering and Industrial Mgmt

Effective Catalog Year
2025-2026

Program Title
Engineering Technology (BSTECH)

Program Credits
124

CIP Code
15.0612 - Industrial Technology/Technician.

Curriculum:

The Engineering Technology Bachelor of Science degree program is designed to provide students with the opportunity to develop in-depth knowledge and hands-on experience in basic and advanced industrial processes, procedures, planning, and management.

To graduate in this program, all students are required to take the Certified Technology Manager (CTM) exam. Passing the CTM exam is not a requirement; students only need to show proof that they have taken the exam.

Required coursework includes the university requirements (regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/)) and the following:

Code	Title	Hours
ENGL 3170	Technical Writing II	3
PSYC 1101	Introduction to Psychology	3
ECON 2202	Principles of Microeconomics	3
MATH 1160	Survey of Calculus	4
or MATH 1170	Calculus I	
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
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
STAT 2510	Statistical Methods	3
or STAT 3010	Probability and Statistics	
ENGR 1050	Engineering Graphics	2
INDT 3100	Introduction to Industrial Technology	3
INDT 3320	Introduction to Analog and Digital Electronics	3
INDT 3330	Industrial Electronics and Control Systems	3
INDT 3500	Introduction to Materials Science	3
INDT 3530	Manufacturing Systems	3
INDT 3620	Behavior-Based Safety	3
INDT 4200	Leadership and Conflict Resolution in a Technological Environment	3
INDT 4340	Power Generation and Distribution	3
INDT 4350	Network Administration	3
INDT 4420	Systems Integration	3
INDT 4430	Government Contract Law	3
INDT 4440	Quality Assurance Organization and Management	3
INDT 4460	Labor Law	3
INDT 4480	Project and Program Management	3
INDT 4500	Comprehensive Exam Preparation	1
INDT 4530	Computer Integrated and Robotics Manufacturing Technology	3
INDT 4620	Industrial Safety	3
INDT 4840	Industrial Technology Capstone I	3
INDT 4850	Industrial Technology Capstone II	3
Select Technical and Free Electives (not limited to the following): [1]		12
INDT 4570	Lean to Green Sustainable Technology	
INDT 4640	Human Performance Fundamentals	
INDT 4660	Human Performance Field Investigation	
INDT 4700	Homeland Security	
INDT 4720	National Incident Management Systems	
Total Hours		**97**

[1]   Elective credits can also be obtained through Technical Competency. Up to 24 credits can be obtained in this manner.

Courses to total 124 credits for this degree.

Degree Maps:

Fall Term 1		Hours
ENGL 1101	Writing and Rhetoric I	3
MATH 1143	Precalculus I: Algebra	3
PSYC 1101	Introduction to Psychology	3
PHYS 1111	General Physics I	3
PHYS 1111L	General Physics I Lab	1
Oral Communication Course		3
	Hours	**16**
Spring Term 1		
ECON 2202	Principles of Microeconomics	3
ENGL 1102	Writing and Rhetoric II	3

MATH 1160
    or MATH 1170
	Survey of Calculus
	        or Calculus I
		4

PHYS 1112	General Physics II	3
PHYS 1112L	General Physics II Lab	1

STAT 2510
    or STAT 3010
	Statistical Methods
	        or Probability and Statistics
		3

	Hours	**17**
Fall Term 2		
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
ENGR 1050	Engineering Graphics	2
INDT 3100	Introduction to Industrial Technology	3
INDT 3320	Introduction to Analog and Digital Electronics	3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	**15**
Spring Term 2		
INDT 3330	Industrial Electronics and Control Systems	3
INDT 4620	Industrial Safety	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Elective Course		4
	Hours	**16**
Fall Term 3		
ENGL 3170	Technical Writing II	3
INDT 3500	Introduction to Materials Science	3
INDT 3620	Behavior-Based Safety	3
INDT 4340	Power Generation and Distribution	3
INDT 4350	Network Administration	3
	Hours	**15**
Spring Term 3		
INDT 3530	Manufacturing Systems	3
INDT 4200	Leadership and Conflict Resolution in a Technological Environment	3
INDT 4420	Systems Integration	3
INDT 4440	Quality Assurance Organization and Management	3
International Course		3
	Hours	**15**
Fall Term 4		
INDT 4430	Government Contract Law	3
INDT 4480	Project and Program Management	3
INDT 4840	Industrial Technology Capstone I	3
Technical, Major Elective Course		3
Technical, Major Elective Course		4
	Hours	**16**
Spring Term 4		
INDT 4460	Labor Law	3
INDT 4500	Comprehensive Exam Preparation	1
INDT 4530	Computer Integrated and Robotics Manufacturing Technology	3
INDT 4850	Industrial Technology Capstone II	3
Technical, Major Elective Course		3
Technical, Major Elective Course		3
	Hours	**16**
	Total Hours	**126**

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?
Coeur d'Alene
Idaho Falls
Moscow

Student Learning Outcomes

Have learning outcomes changed?
No

Learning Objectives
1. Graduates are prepared to design, implement, and improve processes and systems in the manufacturing, research, and development, service or government sectors. The students will be able to:
   a. Apply theories and principles from mathematics, physical science, and computer applications and information technology to solve practical technology problems;
   b. Apply quality, safety, and industrial technology skills in a professional work environment within real-world constraints;
   c. Demonstrate proficiency in the use of robotics and manufacturing equipment to solve practical technology and engineering problems;
   d. Apply the principles of cognitive systems and human performance to perform task analyses and evaluate human-computer/machine interfaces;
   e. Interpret, describe, and implement information contained in typical project specifications.
2. Our graduates are prepared to succeed in managerial and leadership positions. The students will be able to:
   a. Demonstrate project management skills by applying time value of money, select and implement cost-effective solutions and understand cost-accounting and effective scheduling principles;
   b. Develop, motivate, direct, and assist teams in applying critical thinking concepts to solve technology and engineering problems;
   c. Identify customer project goals, financial needs, timeline constraints, and other customer service based efforts.
3. Our graduates are prepared to communicate with team members, work in teams, customers, and suppliers in the global environment. The students will be able to:
   a. Demonstrate good written and oral communication skills and use current multimedia tools to convey information;
   b. Draw conclusions from and explain information synthesized from several sources;
   c. Manage dispute resolution to mutually beneficial accord.
4. Our graduates are prepared to engage in today's evolving market place. The students will be able to:
   a. Analyze contemporary issues for pertinence and potential impacts;
   b. Describe and evaluate professional and ethical responsibilities;
   c. Demonstrate the ability to adapt emerging technologies;
   d. Recognize and evaluate the impact of engineering decisions in a global and societal context;
   e. Put into practice the concepts of service learning.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.
The name of the program is changed from 'Industrial Technology BSTech' to 'Engineering Technology BSTech' to align our program with similar trend in the country and to be relevant for being administered under the College of Engineering. This will also help attract more students to the program by bolstering transferring pathways with the North Idaho College.

We propose to replace the required course MHR 311 (Introduction to Management) with INDT 420 (Leadership and Conflict Resolution in a Technological Environment). The class times for MHR 311 were not suitable for the students in Industrial Technology, who are mostly non-traditional students. INDT 420 is taught by the NEIM Department already.

We are also dropping INDT 415 Impact of Technology on Society as this course is no longer relevant to the INDT BSTech program.

Moscow is added as a physical location to offer this degree program along with already existing Idaho Falls and Coeur d'Alene. This will help regularize the program and tap into the undergraduate students population in the Moscow campus.

Reviewer Comments

Indrajit Charit (icharit) (Tue, 05 Sep 2023 18:30:20 GMT): Rollback: Hi Alex, Per our today's discussion, please make the changes. Thanks, Indy

Sydney Beal-Coles (sbeal) (Mon, 05 Feb 2024 16:21:39 GMT): Corrected TM 420 to INDT 420 per department request

Sydney Beal-Coles (sbeal) (Mon, 04 Mar 2024 17:51:05 GMT): Rollback: Rolled back due to lack of UCC approval regarding the line "not counting ENGL 101, MATH 143, and other courses to remove deficiencies"

Gabriel Potirniche (gabrielp) (Tue, 10 Sep 2024 23:39:15 GMT): Rollback: Indy, I made the change in the program title myself. Please make sure it is correct, that you are OK with the acronym, and see if there is any other change to make. If you are OK with it, you can send it back to me.

Sydney Beal-Coles (sbeal) (Tue, 08 Oct 2024 22:46:50 GMT): Updated curriculum to four-digit course numbers

Rebecca Frost (rfrost) (Mon, 21 Oct 2024 19:17:39 GMT): Updated Degree Map to 4-digit course numbers. Degree can be completed in 120 credits. As the College of Engineering does not consider ENGL 101 and MATH 143 in their degrees a 4 credit elective was added to the Spring 2 term to bring the total to 120 credits when those are excluded.

Key: 250

137: COLLEGE OF LAW ADMISSION REQUIREMENTS

In Workflow

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

Approval Path

1. Tue, 01 Oct 2024 21:29:15 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 02 Oct 2024 18:00:17 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
3. Tue, 15 Oct 2024 20:19:43 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
4. Tue, 22 Oct 2024 19:45:17 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC
5. Wed, 23 Oct 2024 19:54:32 GMT
   Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Mon, 30 Sep 2024 18:42:21 GMT

Viewing: College of Law Admission Requirements
Last edit: Mon, 30 Sep 2024 18:42:20 GMT

Changes proposed by: Kristina Running

Faculty Contact

Faculty Name	Faculty Email
Kristi Running	krunning@uidaho.edu

Request Type

Other

Effective Catalog Year

2025-2026

Title

College of Law Admission Requirements

Request Details

The College of Law Faculty approved the attached proposal updating language in the University Catalog related to College of Law admissions requirements on September 25, 2024. The proposal was submitted to the faculty from the College of Law Admissions Committee. The proposal contains two substantive changes to College of Law admission requirements, which require changes to the University Catalog. First, the faculty approved allowing the GRE to be considered for admission purposes in addition to the LSAT. Second, the faculty approved a direct admission program with the University of Idaho. There were also non-substantive updates to the Catalog language included in this proposal that were approved by College of Law Faculty.

Supporting Documents

Admission Requirements Proposal.docx

Key: 137

<u>University Catalog Amendments</u>

OVERVIEW PAGE

The College of Law was organized in 1909 and is the only accredited law school in the state of Idaho, offering full three-year programs in both Moscow and Boise. The College is a member of the Association of American Law Schools and is fully accredited by the American Bar Association.

Purpose of the College

The College of Law prepares students to enter the legal profession and represent individuals, businesses, and public and private entities in a wide array of legal and policy matters. The college also prepares students to engage in law-related endeavors in business, government, and non-governmental organizations and to provide important public service in their communities. The curriculum provides instruction over three academic years in the legal rules and principles generally applicable in the United States and international courts, including an emphasis on the ethical responsibilities assumed by legal professionals. The study of law also prepares students for positions of leadership in government, business, or non-profit organizations.

The college's faculty adapt their methods of instruction to promote each student's highest potential. The college encourages individual initiative, the development of critical and logical thought, and effective written and oral communication. Students develop practical skills throughout the curriculum and participate in law-related volunteer service as a condition of graduation. Because the law changes rapidly, mere accumulation of information is subordinated to the more important ends of individual development and training in research, analysis, and critical habits of thought.

Admission to the Bar

The College of Law is fully accredited by the American Bar Association and is a member of the Association of American Law Schools, and its degree is accepted by all state bar associations. Educational prerequisites vary among states, and the secretary of the bar examiners in the state in which the applicant intends to practice should be contacted to determine the existence of special requirements.

Suggestions for Pre-legal Study

The subject matter of pre-legal education is less important than the quality of work performed. Although the most common pre-law majors are English, political science, social sciences, or business, law students are drawn from a broad range of undergraduate programs from agriculture and engineering to English and philosophy. The study of law requires logical analysis and effective written and oral communication. Any rigorous course of study that develops these skills is good preparation for law school. Beyond this, a well-rounded education is best. American government and western political philosophy are important in public law; economic and accounting concepts are basic to much business and commercial law; history, literature,

philosophy, and psychology all provide useful insights into cultural tradition and human motivation that are important to the interpretation and application of law.

Most universities have a pre-law advisor, often through the Political Science Department, to advise students in selecting appropriate pre-law courses. At the University of Idaho, a pre-law advisor is available through the Political Science Department to guide students in selecting courses within the particular college or university that will meet these objectives. The Admissions Office at the College of Law is also available for general consultation in program planning.

3+3 Program

The American Bar Association's accreditation standards permit law schools to enroll students still in the process of completing their baccalaureate degrees so long as it will be completed by the end of the first year in the Juris Doctor degree. As a result of this standard, many law schools have 3+3 programs that allow undergraduate students, with the permission of their major advisor, to count up to 30 credits of the first year law curriculum toward the completion of the baccalaureate degree. A qualified student would complete three years of the baccalaureate degree and finish the remaining credits through the courses in the first year curriculum of the law degree. The law degree takes three years to complete, thus the 3+3 program title. The combined curriculum takes a year off of a student's schooling.

The conditions that must be met for a 3+3 degree student to receive serious consideration from the College of Law Admissions Committee are:

1. demonstration of outstanding ability by a cumulative grade point average at the most recently entered class median or higher, currently a 3.24 GPA;

2. demonstration of excellent aptitude for law study by a score on the LSAT at the most recently entered class median or higher, currently a 152; and

3. submission of a letter from the undergraduate major department attesting to the fact that the applicant will receive the baccalaureate degree after the successful completion of up to 30 credits of law study.

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Application for Admission

Admission Requirements

Applicants for admission must present an acceptable cumulative undergraduate grade point average as computed from all undergraduate transcripts filed and an acceptable score on **either** the Law School Admission Test (LSAT) administered by the Law School Admissions Council **or the GRE General Test administered by the Education Testing Service, unless seeking admission through the Direct Admission Program described below. Applicants must also register with Credential Assembly Services (CAS) and arrange for a complete report for release to the College of Law.** have a bachelor's degree from an accredited four-year college or university by the date of enrollment at the College of Law. In special cases, it may be possible to be admitted after three years of undergraduate study; contact the College of Law for more information. Applicants must also arrange for a complete Credential Assembly Service (CAS) report, which consists of a Law School Admission Test (LSAT) score, copies of transcripts, and other relevant information.

Arrangements for taking the LSAT must be made by the individual applicant directly with the Law School Admission Council (LSAC) well in advance of the dates set for the LSAT. The dates and places for the test, application forms, and a bulletin of information about the test may be obtained by writing directly to LSAC, 662 Penn St., Newtown, PA 18940, by calling LSAC at 215-968-1001, or on their web site at www.lsac.org. This information may also be obtained from the pre-law advisor of most colleges and universities.

Commercial materials on the LSAT are available at most bookstores, and LSAT preparation courses may be found in many locations. Applicants are advised to study for the test ahead of time. LSAT scores older than five years are not accepted.

Registration with the CAS is required of all applicants. Instructions on registration for the CAS report and an application form for the purpose are contained in the same bulletin that describes the LSAT. Applicants should accomplish this registration at the same time they register for the LSAT. **It is the applicant's responsibility to assure that CAS has all required information and that the applicant's CAS Report is complete for release to the College of Law.** Be advised that it may take up to six weeks for a CAS Report to reach the College of Law.

3+3 Program

The American Bar Association's accreditation standards permit law schools to enroll students still in the process of completing their baccalaureate degrees so long as it will be completed by the end of the first year in the Juris Doctor degree. As a result of this standard, many law schools have 3+3 programs that allow undergraduate students, with the permission of their major advisor, to count up to 30 credits of the first--year law curriculum toward the completion of the baccalaureate degree. A qualified student would complete three years of the baccalaureate degree and finish the remaining credits through the courses in the first--year curriculum of the law

degree. The law degree takes three years to complete, thus the 3+3 program title. The combined curriculum takes a year off ~~of~~ a student's schooling.

Applicants seeking admission through an approved 3+3 program must have completed three-fourths of the credits leading to the bachelor's degree; and meet all other requirements of the 3+3 agreement. Those requirements typically include:~~e conditions that must be met for a 3+3 degree student to receive serious consideration from the College of Law Admissions Committee are:~~

1. demonstration of outstanding ability by a cumulative grade point average at the most recently entered class median or higher~~, currently a 3.24 GPA~~;

2. demonstration of excellent aptitude for law study by a score on the LSAT at the most recently entered class median or higher~~, currently a 152~~; and

3. submission of a letter from the undergraduate major department attesting to the fact that the applicant will receive the baccalaureate degree after the successful completion of up to 30 credits of law study.

Direct Admission Program

The American Bar Association's accreditation standards permit law schools to enroll no more than 10% of an entering class through a direct admission program. Applicants seeking admission through the Direct Admission Program with the University of Idaho need not have received an LSAT score before applying but must:

1. Be current undergraduate students at University of Idaho;

2. Have an ACT or SAT score in the top 15% nationally at the time they took the test; and

3. Through at least six semesters of academic work, have achieved a minimum cumulative GPA of 3.50 or above or be ranked in the top 10% of their undergraduate class.

Application Deadline

While the College of Law considers applications on a rolling basis, to be assured timely consideration for admission in the fall, all applications must be received by June 30. The college is unable to consider the application until a CAS Report has been received. This requires applicants to take the LSAT or GRE ~~no later than May. However,~~as early as possible in order to assure timely application~~. , the October LSAT, almost a year before admission, is recommended.~~ The Ceollege cannot be responsible for delays in the mail or at the CAS.

Decision on Admission

Admissions decisions are made by an admissions committee. The Ceollege receives many more applications than it can accept. Consequently, the Admissions Committee must deny admission to many who are qualified to study law. In general, offers of admission are extended to those

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judged to present the greatest promise for success in law school. Matters relating to character are also considered in the admissions process.

Although undergraduate grade point average and LSAT scores are the most important factors used to arrive at this judgment, the committee will consider any additional information that an applicant believes is important in assessing their ability to perform law school work. A personal statement often provides insight into an applicant's motivation for attending law school, as well as functioning as a sample of writing ability, and is probably the most helpful additional item for most applicants. Graduate work and/or work experience may provide evidence of achievement and capabilities inadequately addressed by standard credentials. Letters of recommendation and prior written work may also help in assessing an applicant's relative promise. Letters of recommendation should be limited to two and should address the applicant's ability to engage in critical analysis and to communicate orally and/or in writing. The cultural and socioeconomic background of applicants is also considered to ensure the College of Law remains open to all students, as well as provides an environment in which diverse viewpoints are represented.

As a state-supported institution, the College of Law extends a preference to timely applicants who are Idaho residents. It is possible to establish Idaho residency for tuition purposes either prior to or after enrolling at the College of Law. Residency determinations are made by the University of Idaho Registrar's Office; inquiries about residency should accordingly be directed to that office at 208-885-6731.

Admission to the College of Law is very competitive. Our median standardized test scores and undergraduate gpa are consistently at or above the national applicant pool. The median undergraduate grade point average for enrolled students is typically around 3.40, and the median LSAT score around 154. Statistics for the current year can be found at www.uidaho.edu/law/admissions.

Every effort is made to notify timely applicants of a decision by early April.within six to eight weeks of a completed application. A small percentage of applicants may be placed oin the "standby poolwaitlist" and may not receive a final decision until late summer, subject to space available in the incoming class.

Upon acceptance, a $500admission, a first and second enrollment deposit is required to secure a place in the fall entering class. This deposit will be applied to student fees upon registrationThese deposits will be returned or applied to a student's account after matriculation. In cases of special need, the deposit may be waived.

Transfers from Other Schools

Students who have attended other law schools and seek to transfer to the College of Law shall:

1. Have previously attended law schools that are (1) on the list of approved law schools of the American Bar Association, or (2) otherwise satisfy the standards for granting J.D. degree credit for prior law study in the ABA Standards for Approval of Law Schools;

2. Meet all standards for students who have not previously attended law school and are applying for admission to the College;

3. Present final transcripts reflecting all law school work undertaken. The cumulative grade point average and/or class standing reflected by such transcripts must be sufficiently high to indicate a strong probability of success in the College. Applicants who ranked in the lower half of their class or from a non-ABA-accredited law school must be reviewed by the Admissions Committee;

4. Present a letter from the dean of each law school previously attended, stating that the student is in good standing and is eligible to continue at that institution without qualification; and

5. Present a letter of recommendation from a professor at the student's current law school from whom the student has taken a class.

Credit hours for the work completed in such other school shall be granted on conditions determined by the Assistant Deans of Students. In no case shall more than 30 credit hours received from other law school programs be applied toward the total number of required hours for award of the Juris Doctor degree by the College. Transfer students will not be given formal credit for courses taken at other law schools until they have completed at least one semester of work in the College with an overall grade point average of 2.30 or above, although informal evaluation may be made at or prior to the time of initial registration in the College. Transfer students may be admitted to such advanced classes at the College in their entering semester as determined by the Assistant Deans of Students, but with the understanding that no credit for work at other schools will be recorded on their formal record (transcript) until they have achieved the requisite 2.30 grade point average at the College.

Space in each law school class is limited. Therefore, only a few transfers into the second year class can be accommodated. Special standards apply, and within these standards, a degree of preference is extended to residents of Idaho. Students transferring into our program are expected to complete at least three semesters at Idaho. Students desiring to study here for a lesser period should arrange to have credits at Idaho accepted toward a degree from the law college in which they are currently enrolled. Before a transfer applicant is considered, we must have a final transcript on file of all work that will have been undertaken at other law schools on file by the time of transfer. We also require a letter from the dean or assistant dean following the completion of all such work that states that the applicant remains in good standing, is eligible to continue without any condition or qualification, and ranks in the top 50 percent of their law school class. Consequently, for an applicant currently enrolled in a law school, no decision on transfer will be possible until June or later, when all grades from current work are available. If an applicant attends a summer session of ta school of law another law school, it will not be possible to process a final acceptance until the close of the summer session. If an applicant needs guidance before results of their spring semester's work become available, a tentative opinion about probable admissibility may be given.

Non-degree Candidates

Students who are not degree candidates in the College of Law but are enrolled elsewhere at the University of Idaho are permitted to register for law courses if they receive permission from both the course instructor and the assistant dean of students. Such courses cannot be credited toward a law degree even if the student is later admitted to the College of Law.

Fees

See the section on "Fees and Expenses".

207: CYBERSECURITY (BS)

In Workflow

1. 131 Chair (arleen@uidaho.edu; dcontedeleon@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (none)
8. UCC (none)
9. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
11. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
12. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 19 Apr 2024 00:58:20 GMT
   Terence Soule (tsoule): Approved for 131 Chair
2. Thu, 05 Sep 2024 01:15:53 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 05 Sep 2024 01:18:25 GMT
   Suzanna Long (long): Approved for 08 Dean
4. Thu, 03 Oct 2024 22:13:46 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost's Office
5. Tue, 08 Oct 2024 17:30:51 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Wed, 09 Oct 2024 16:31:11 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Tue, 15 Oct 2024 20:20:41 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
8. Tue, 22 Oct 2024 19:30:09 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC

History

1. Dec 2, 2020 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)
3. Mar 23, 2022 by David Barnes (dabarnes)
4. Jul 14, 2022 by V00814390
5. Mar 4, 2024 by Terence Soule (tsoule)

Date Submitted: Fri, 19 Apr 2024 00:57:56 GMT

Viewing: 207 : Cybersecurity (BS)
Last approved: Mon, 04 Mar 2024 22:00:33 GMT
Last edit: Mon, 21 Oct 2024 15:43:15 GMT
Changes proposed by: Terence Soule
Faculty Contact

Faculty Name	Faculty Email
Terence Soule	tsoule@uidaho.edu

Change Type (Choose all that apply)
Change existing program (major) from face to face to on-line delivery (including program components if applicable)

Description of Change

The proposed change is not about changing to online delivery mode. Note that the select change type selected above is NOT correct, but I did not see an appropriate option in the "Change Type menu", and the form cannot be submitted without selecting a change type.

The change we are requesting is to add Coeur d'Alene as a geographic regions where the program can be completed in person. This will effectively be a 2+2 pathway, students complete the first two years at NIC, or another institution, and can complete the last two years of the program in person in CdA. This is currently done with the BS in computer science in CdA.

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

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Computer Science

Effective Catalog Year

2025-2026

Program Title

Cybersecurity (BS)

Program Credits

120

CIP Code

11.1003 - Computer and Information Systems Security/Information Assurance.

Curriculum:

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

Code	Title	Hours
COMM 1101	Fundamentals of Oral Communication	3
CYB 1100	Cybersecurity and Privacy	3
CYB 2100	Cybersecurity Architectures and Management	3
CYB 2200	Secure Coding and Analysis	3
CYB 3100	Cybersecurity Technical Foundations	3
CYB 3300	Networking Fundamentals	3
CYB 3400	Network Defense	3
CYB 3500	Operating System Defense	3
CYB 3800	Cybersecurity Lab I	3
CYB 3810	Cybersecurity Lab II	3
CYB 4010	Cybersecurity as a Profession	1
CYB 4200	Digital Forensics	3
CYB 4400	Software Vulnerability Analysis	3
CYB 4800	Cybersecurity Senior Capstone Design I	3
CYB 4810	Cybersecurity Senior Capstone Design II	3
CS 1112	Computational Thinking and Problem Solving	3
or CS 2120	Practical Python	
or ENGR 2120	Python Programming Essentials	
CS 1120	Computer Science I	4
CS 1121	Computer Science II	3
CS 1550	Computer Organization and Architecture	3
CS 2240	Computer Operating Systems	3
CS 2230	System Software	3
CS 3383	Software Engineering	4

ENGL 3170	Technical Writing II	3
MATH 1160	Survey of Calculus	4
or MATH 1170	Calculus I	
MATH 1760	Discrete Mathematics	3
PHIL 1103	Introduction to Ethics	3
or PHIL 2080	Business Ethics	
STAT 2510	Statistical Methods	3
or STAT 3010	Probability and Statistics	
Total Hours		**82**

Courses to total 120 credits for this degree

Degree Maps:

Fall Term 1		Hours
CYB 1100	Cybersecurity and Privacy	3
CS 1112	Computational Thinking and Problem Solving	3
or CS 2120	or Practical Python	
or ENGR 2120	or Python Programming Essentials	
MATH 1143	Precalculus I: Algebra	3
ENGL 1101	Writing and Rhetoric I	3
PHIL 1103	Introduction to Ethics	3
	Hours	**15**
Spring Term 1		
CS 1120	Computer Science I	4
MATH 1760	Discrete Mathematics	3
COMM 1101	Fundamentals of Oral Communication	3
ENGL 1102	Writing and Rhetoric II	3
Scientific Ways of Knowing Course		4
	Hours	**17**
Fall Term 2		
CS 1121	Computer Science II	3
CS 1550	Computer Organization and Architecture	3
CYB 2100	Cybersecurity Architectures and Management	3
MATH 1160	Survey of Calculus	4
or MATH 1170	or Calculus I	
Humanistic and Artistic Ways of Knowing Course		3
	Hours	**16**
Spring Term 2		
CS 2240	Computer Operating Systems	3
CS 2230	System Software	3
CYB 2200	Secure Coding and Analysis	3
STAT 2510	Statistical Methods	3
or STAT 3010	or Probability and Statistics	
Scientific Ways of Knowing Course		4
	Hours	**16**
Fall Term 3		
CYB 3100	Cybersecurity Technical Foundations	3
CYB 3300	Networking Fundamentals	3
CYB 3800	Cybersecurity Lab I	3
ENGL 3170	Technical Writing II	3
Social and Behavioral Ways of Knowing Course		3
	Hours	**15**
Spring Term 3		
CS 3383	Software Engineering	4
CYB 3400	Network Defense	3
CYB 3500	Operating System Defense	3
CYB 3810	Cybersecurity Lab II	3
American Diversity Course		3
	Hours	**16**
Fall Term 4		
CYB 4010	Cybersecurity as a Profession	1
CYB 4200	Digital Forensics	3
CYB 4800	Cybersecurity Senior Capstone Design I	3
Social and Behavioral Ways of Knowing Course		3
Elective Course		3
	Hours	**13**

Spring Term 4

CYB 4400	Software Vulnerability Analysis	3
CYB 4810	Cybersecurity Senior Capstone Design II	3
International Course		3
Elective Course		3
	Hours	12
	Total Hours	120

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

Distance Education Availability

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

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

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

Student Learning Outcomes

Have learning outcomes changed?
No

Learning Objectives
Graduates of the program will have an ability to:

1. Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to cybersecurity.
6. Apply security principles and practices to maintain operations in the presence of risks and threats.

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

The intent was always to make the degree available in person in Coeur d'Alene. However, when the degree was initially proposed and approved four years ago, it was felt that it would be better to initially offer it only in Moscow in case adjustments needed to be made and to allow NIC to make any necessary adjustments to their courses to align with the degree.

Now that the program is well established, we want to offer it in Coeur d'Alene as planned. NIC has the appropriate initial courses in place, and we now have students who are prepared to transfer from NIC into the junior year of the program in Coeur d'Alene.

Based on enrollment trends at NIC and enrollment in the equivalent CS 2+2 program with NIC, we anticipate eventually having at least 30 students enrolled in the program in Coeur d'Alene.

Reviewer Comments
Rebecca Frost (rfrost) (Tue, 08 Oct 2024 17:30:42 GMT): Updated degree map to 4-digit course numbers. No other changes made to map.
Sydney Beal-Coles (sbeal) (Tue, 08 Oct 2024 19:46:50 GMT): Updated curriculum to four-digit course numbers

Key: 207

POLICY COVER SHEET

**For instructions on policy creation and change, please see
https://sitecore.uidaho.edu/governance/policy.**

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)
☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Kay Dee Holmes, Assistant Director for Research Integrity

Policy Sponsor, if different from Originator: Director of the Office of Research Assurances

Reviewed by General Counsel _X_ Yes __No **Name & Date:** Manisha Wilson, 11.05.2024

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
   CITI Program will be the primary method for providing RCR training at UI. The current policy requires UI to offer in-person trainings each fall and spring semester. However, the in-person training courses have very low to no attendance due to scheduling constraints. The benefit of the CITI Program training are that it is available 24/7 and accommodates any schedule.
   In-person training will still be offered by request. But it will not be the primary method for providing RCR training at UI.
   These changes are consistent with practices as other universities.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. None.

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

Administrative Procedures Manual

45.21 – Responsible Conduct of Research Training

Owner:

- **Position:** Office of Research Assurances Director

- **Email:** ored-ora@uidaho.edu

Last updated: November 06, 2024 August 31, 2023

A. Purpose. This policy establishes requirements for the training of individuals at the University of Idaho to conduct research with honesty and based on established professional norms and ethical principles.

B. Scope.

B-1. This policy applies to certain individuals conducting research on projects funded by the following entities:

1. the National Institutes of Health ("NIH"),

2. the National Science Foundation ("NSF"),

3. the US Department of Agriculture National Institute of Food Agriculture ("NIFA"), and

4. other entities that require training on how to conduct research with integrity.

B-2. All individuals engaged in research at the University of Idaho, regardless of the source of funding, are encouraged to complete the training described in this policy.

C. Definitions

C-1. Responsible Conduct of Research (RCR) is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. (National Institutes of Health, Notice Number NOT-OD-10-019) [ed. 4-18]

D. Policy

D-1. General Requirements. RCR training is required for certain individuals conducting research on projects funded by NSF, NIH, and NIFA as outlined below. All individuals engaged in research at the University of Idaho are encouraged to complete RCR training.

D-2. NIH-funded project requirements. RCR training is required for trainees, fellows, participants, and scholars receiving NIH support through:

a. A training award, career development award (individual or institutional), research education grant, or dissertation research grant.

b. Projects that require RCR training as stated in the funding opportunity announcement or grant terms.

c. The following programs: D43, D71, F05, F30, F31, F32, F33, F34, F37, F38, K01, K02, K05, K07, K08, K12, K18, K22, K23, K24, K25, K26, K30, K99/R00, KL1, KL2, R25, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R.

D-3. NSF-funded project requirements. RCR training is required for the following individuals on all NSF funded grants: undergraduate students, graduate students, and postdoctoral scholars. Beginning July 31, 2023, faculty and senior personnel on proposals submitted or due on or after that date are also required to take RCR training.

D-4. NIFA-funded project requirements. RCR training is required for the following individuals on all USDA NIFA-funded grants: program directors, faculty, undergraduate students, graduate students, postdoctoral researchers, and any staff participating in the research project. The following programs are currently exempt from the NIFA RCR training requirement: Formula Funded programs, the 1890 Facilities Program, and the Small Business Innovation Research Program.

E. Procedure

E-1. General training procedures. RCR training is offered online through the University's membership to the online Collaborative Institutional Training Initiative (CITI) program (http://www.citiprogram.org).may be completed either online or in person (but see section E-6 for NIH online training restrictions). The online CITI Program training or in-person seminars fulfill the RCR requirements for NSF- and NIFA-funded projects. See section E-2 below for NIH online training restrictions.

a. Online training instructions. Online training is provided through the University's membership to the online Collaborative Institutional Training Initiative (CITI) program (http://www.citiprogram.org). Instructions on how to register for or access CITI through the University may be found here. ORA maintains individual training records in CITI.

b. In-person seminars. In-person seminars training may be offered by request to ORA. are offered every fall and spring semester by the ORA. The

schedule for the seminars is posted on the Responsible Conduct of Research website at the beginning of each semester. ORA maintains individual attendance records for the seminars.

E-2. NIH requirements. NIH projects that require RCR training (see section D-2) must include an RCR training plan with the grant proposal. Online instruction alone is not sufficient for an NIH RCR training plan. An acceptable training plan generally involves at least eight contact hours between trainees/fellows/scholars/participants and the participating faculty. The RCR training plan will be evaluated by NIH as part of the peer review process. The PI is responsible for implementing the training plan and maintaining all documentation pertinent to the training plan.

E-23. Additional training resources. Depending on the nature of the research being conducted, additional training in RCR related topics may be required. Such additional training may include animal care and use, general biosafety, biosafety cabinet, select agent, hazardous waste management, human participants in research, radiological safety, chemical hygiene plan, general lab safety, and so forth.

> **a. Ethics course.** In addition to the seminars, an ethics class is offered on campus that covers ethical conduct of research principles which fulfills NIH's in person training requirements. For information on current courses offered, please contact the College of Graduate Studies or the Office of Research Assurances.

> **b. Other sources.** Undergraduate students, graduate students, and postdoctoral researchers receive mentoring from faculty in the RCR; such mentoring is an obligation of every PI at the University. Elements of RCR training are also incorporated into required and elective courses at the University. Face-to-face classes are offered on campus that cover principles of the ethical conduct of research. For information on current courses offered, please contact the College of Graduate Studies or the Office of Research Assurances.

E-34. PI responsibilities

> **a. Ensuring training.** The PI on a project is responsible for ensuring that all required persons on the project complete RCR training. The PI is also responsible for determining the amount of additional RCR training appropriate for individuals.

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b. Training documentation. The PI is responsible for keeping records of RCR training for their project. Training records shall be kept according to the grant or project record retention requirements. Training records are subject to review upon request by the funding agency.

E-~~4~~5. Certification. The University shall certify on proposals submitted to NSF, or other agencies as required, that the University has an RCR training plan that aligns with the agency's requirements. Training documentation and the RCR training plan are available for review upon request by the agency.

E-~~5~~6. Authority of PI to require training. A PI may require RCR training for persons working on a research project even if the funding agency does not require it. ~~The PI should work with the individuals or leave it to their discretion to determine if the training will be completed via CITI or in-person.~~ It is the responsibility of the PI to maintain RCR training records of the individuals on their project. The PI may contact ORA ~~for verification of in-person or~~ to verify if the CITI training~~s~~ was completed.

~~**E-6. NIH requirements.** For NIH projects that require RCR training (see section D-3), the PI must include an RCR training plan with the grant proposal. Online instruction alone is not acceptable for an NIH RCR training plan. An acceptable training plan generally involves at least eight contact hours between trainees/fellows/scholars/participants and the participating faculty. The RCR training plan will be evaluated by NIH as part of the peer review process. The PI is responsible for implementing the training plan and maintaining all documentation pertinent to the training plan.~~

E-~~7~~7. NSF Requirements. A discussion of how PIs provide RCR training to their students and postdoctoral scholars is required for the Public Outcomes Report required by the NSF.

F. Contact Information

Office of Research Assurances (ORA)

Phone: 208-885-6162

Email: rcr@uidaho.edu

G. Related University Policies

Faculty-Staff Handbook:

- FSH 2300 - Student Code of Conduct

- FSH 3170 - University Ethics

- FSH 3230 - Scientific Misconduct

- FSH 5200 - Human Participant Research

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

- FSH 5700 - Research Data

- FSH 6240 - Conflicts of Interest or Commitment

Administrative Procedures Manual:

- APM 35.11 - Biohazard Safety

- APM 35.40 - Hazardous Waste Management

- APM 45.01 - Animal Care and Use

- APM 45.19 - Export Controls, U.S.

- APM 45.20 - Select Agents and Toxins

Version History

Amended November 2024. Update to method of training. CITI Program will be the primary method for providing RCR training at the U of I.